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Toward a better America; a course of study in eleventh grade American history

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

TOWARD A BETTER AMERICA

(A Course of Study in Eleventh Grade American History)

Submitted by

David William Hazel

(A.B., Tufts, 1943)

In partial fulfillment of requirements
for the degree of Master of Education

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Scope of Thesis

Building a course of study for American history, or for any other subject for that matter, is a very difficult problem. In the first place, there is such a vast body of knowledge from which we must select the content for our course. In looking over the works of various authors, we find a great confusion and conflict over just what particular areas of knowledge should be emphasized in a senior high school course in American history.

In attempting to solve this problem of course content there is one important factor which cannot be ignored, and that is that we must start from where we are rather than from where we would like to be. Progress in education, as in other fields, is relatively slow, and in all cases the transition from what is to what ought to be, must be gradual.

Perhaps the term "where we are" needs some clarification. By that the author does not mean that we should start building on the present status and trends of education in general, but rather that we should start to build on the present status and trends of education in our own particular system. Obviously there are varying degrees of progress in education as we move from one section of the country to another, from a rural section to an urban section, or from a small school to a large school. Just why there are differences in rates of progress is beyond the scope of this paper, but the fact remains that they do exist, therefore, by localizing our problem

of curriculum revision to our own system, we will develop a course of study which is not only practicable for our own use, but also one which will have some chance of success.

Much of the modern literature on the social studies is based on the assumption that there exists a vertical intergration (from grade one through grade twelve) in the field of social studies. Because of this fact, authors in many cases fail to treat the subjects which make up the social studies individually. The fact is that in many systems there is no vertical intergration, and neither is there any combined and concerted effort on the part of social studies teachers from grade one through grade twelve toward revising the curriculum along that line. In a great many cases it is left up to the individual teachers or schools as to whether there will be any revision in the curriculum.

Another important fact which also must be held in mind is, that even though there are many social studies subjects such as economics, government, civics, and problems of democracy, they are neither required of nor available to a great many students. Granting this fact, we must realize that there are many forces of an economic and social nature, but by no means lacking in historical value, which should be a part of the general body of knowledge possessed by every high school graduate if he is to be an active citizen in making a better America.

These considerations complicate the problem of select-

ing the most important topic which should be included in a senior high school course in American history. At the same time, however, they do allow the person making the revisions to create a course which not only makes for progress, but one which is unique and will stand a better chance of functioning well in his particular system.

The author is well aware of the fact that a course of study is generally the result of a committee on revision. In view of this, the writer states that this course of study is intended to be only his own personal guide. He hopes, however, that if it should prove to be at all successful, that it may become a stepping stone to complete revision by a committee on social studies.

This course of study has not been put into practice, therefore, its value is unknown. Admittedly, there is room for improvement, but it is constructed along relatively flexible lines. If certain parts prove to be unworkable because of difficulty or for other reasons, revisions can be made without endangering the value or effectiveness of the units. Although approximately thirteen textbooks of varying difficulty have been used in constructing the units, these particular texts need not be used.

Justification of Topics Selected

Today in a world slowly recovering from the most ravaging of all wars, we are confronted with frustrations of untold proportions in the social, economic, and political aspects of our lives.

The burden of removing these frustrations and of clarifying problems of paramount importance rests, to a large extent, upon the educators.

When we read statements which criticise the high school curriculum, we are given a challenge; a challenge which has widespread implications. We find that the present curriculum is by no means representative of what modern youth needs to know to make democracy work.[1] On further investigation we find that the present high school graduates are not equipped with the understandings necessary to cope with the modern world.[2] Such exclamations, and they are based on facts, indicate that there is something radically wrong with our high school curriculum. These criticisms apply to all subjects taught in the public high school, but here we shall concern ourselves only with the subject of American history as it is now taught.

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1. Wilson, Howard E, "American History in the Social Studies Program," The Sixth Yearbook of the National Council for the Social Studies, pp39-40.

2. Rugg, Harold, American Life and the School Curriculum, Ginn and Company, Boston, 1936, p.224.
Russel, John Dale and Judd, Charles H., The American Educational System, Houghton Mifflin Co., Boston, 1938, pp.221-223.

Just what is wrong with our American history course which has led to such unfavorable criticism? There are many faults both general and specific which are at the roots of our curriculum trouble.

Our greatest difficulty lies in the fact that we rely too much on tradition in the school curriculum. If it has been proved, and it has, that our leaders are not adequately trained to face the problems of democracy, there is no need to be reluctant to change.[1] It is sheer folly to continue a practice which has proved to be so unworkable and so unsuccessful. History, no more than life itself, is not static; it is dynamic and in a constant state of flux and must be treated accordingly.[2]

On examining school curricula we find that twenty percent of high school history has been previously studied in an earlier grade.[3] Repetition of previous work with little or no change in emphasis or content only leads to a lack of interest on the part of the pupils.[4] Furthermore, such a practice is wasting precious time which could be used for any number of things of greater and more lasting value.

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1. The Social Studies in General Education, A Report of the Committee on the Function of the Social Studies in General Education. D. Appleton-Century Co., N.Y. 1940,p.6

2. Monroe, Walter S. and Weber, Oscar F., The High School, Doubleday Doran and Co., N.Y. 1928, pp.338-339.

3. Russell, John Dale and Judd, Charles H., The American Educational System, Houghton Mifflin Company, Boston, 1938, pp.221f.

4. American History in Schools and Colleges, The Macmillan Company, New York 1944, p.69

A periodical revision of the curriculum will not only eliminate overlapping and repetition, but will encourage intellectual growth of the students rather than stifle it.[1]

Another tradition which we have clung to with ferocious tenacity is that of presenting too many facts in our history courses.[2] That facts are an essential element in history courses, no one will deny. Facts, however, are only important to the extent that they aid in giving the pupil a deeper understanding of a broad concept or trend. In other words facts are but tools- a means to an end. Facts, in themselves have little significance, nor are they likely to be retained by those who are forced to commit them to memory. In the final analysis stressing facts without the relationship behind them is merely another way of marking time; a method of maintaining the intellectual status-quo.

In content as well as in method the vast majority of contemporary educators have been slaves of tradition. There is at the present time a trend toward including in the history curriculum "vital issues upon which the American people must express opinions."[3]

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1. Wilson, Howard E., "American History in the Social Studies Program," The Sixth Yearbook for the National Council for the Social Studies, p.40.

2. Douglas, Aubrey A., Modern Secondary Education, Houghton Mifflin Co., Boston, 1938, pp.354f.

3. Ibid pp. 344f.

By and large, however, history courses have been constructed along such exceptionally narrow lines that the economic aspects of history, and there are many, have not been included in the course.[1] That such a condition has been allowed to develop is inexcusable and also an indication of either teacher inertia or indifference.

> The teacher who tells the story of American history without constant reference to the kind of bewildered America we have today, without reference to the immediate personal problems looming large in the minds of pupils as well as those looming large on the social horizon, and without reference to the signs fortelling even dimly the America of his pupils' adult years is not discharging capably the responsibility of the task which he has assumed.[2]

Here, in brief, we have before us the job of the present day history teacher. We must not take the shortsighted view of training for the present, but rather we must conceive of history as a tool with which we train our pupils for citizenship in their adult years as well as in their youth.

We Americans are committed to democracy because it is a way of life which we believe in; a way of life which we love; and a way of life which must be improved and preserved. Above all democracy is a way of life which demands a great deal of its citizens, for its very existence depends upon the ability of its individual citizens to understand the problems

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1. Mahoney, John J., For Us the Living, Harper and Brothers, New York, 1945, p.258.

2. Wilson, Howard E., "American History in the Social Studies Program," Sixth Yearbook of the National Council for the Social Studies, p.40.

which surround them. "Democracy is a dangerous experiment where it is unguided by the wisdom gathered from the race experience and administered by persons untrained in its practice."[1] We all agree with this and yet we do not use the vast opportunities within our grasp to promote such a policy. Education is not static; it is a moving thing. It is utterly impossible and at the same time grossly ridiculous to believe that nineteenth century methods of teaching and curriculum content can be successfully used in a twentieth century world. We must recognize the fact that change in education is inevitable. It is only common sense that social, industrial, and economic change call for a comparable change in the field of education.[2]

In dealing with content of the American history course, we must face the problem boldly and realistically. In history, a study of the past is essential, but the past, as an of itself, is of little value. The value of the past lies alone in its capacity to aid us in understanding the present, and to throw some light on the probable shape of the future. "A new orientation born of current trends is demanded."[3] This, and this alone, will produce boys and girls who understand

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1. Cope, Frederick, Education for Democracy, The Macmillan Company, New York, 1928, p.67

2. Norton, John K., and Norton, Margaret Alltucker, Foundations of Curriculum Building, Ginn and Company, Boston, 1936, p. 174.

3. Rugg, Harold, American Life and the School Curriculum, Ginn and Company, Boston, 1936, p224.

themselves and the civilization in which they live.[1]

Specifically there are a number of areas which have been and are being neglected in the field of American history. These neglected areas are in many cases a vital part of current problems. Edgar Wesley in a study of American history textbooks finds that non-English groups receive too little attention.[2] The Committee on American History in Schools and Colleges submits a list of topics to be stressed in senior high American history. Among them are:

1. Development of the American Political System
2. The Growth of Democracy
3. The Growth of the American People
4. The International Influence and Responsibilities of the United States.[3]

Professor Billett also lists several neglected areas in the field of social studies. The author has listed only those which could become a part of an American history course.

1. The Nature of Government
2. The Activities of the National Government
3. International Relations
4. The Relation of Government to Industry
5. The Social Effects of the Rise of Science

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1. Rugg, Harold and Shumaker, Ann, The Child Centered School, World Book Company, New York, 1929, p117.
2. Wesley, Edgar, Teaching the Social Studies, p.396
3. American History in Schools and Colleges, The Macmillan Company, New York, 1944, p.79.
4. Billett, Roy O., Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940 pp.240f.

In a more general sense, we find various authors saying that the modern curriculum lacks any content of an economic or a social nature.[1] Thus, the long range historical trends which embody much that is social and economic, lose both importance and significance because of an attempt to separate that which is indivisible. To remove the social and economic forces from history is like removing oxygen from the air. To believe that history, devoid of its economic and social contingencies, can be meaningful, is to be grossly naive.

Not only are the present history courses criticised for what they do not contain, but also for what they do contain. There are some phases of American history which are stressed entirely too much in relation to their potential importance. For many years now American history courses have greatly overemphasized politics and military achievements.[2] Of history texts Rugg says:

> Their content...consisted of militaristic developments of Old World history, supplemented by a little of the American chronicle. Political history was dominated by the recital of names of rulers and other officials, dates of battles, legislative enactments, and constitutional provisions. Industrial history was never mentioned, nor were the economic and social problems that were taking place on the frontier and in the towns.[3]

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1. Monroe, Walter S. and Weber, Oscar F., The High School, Doubleday, Doran and Company, New York 1928, pp.240-242. Social Studies in General Education, A Report of the Committee on the Function of the Social Studies in General Education, D. Appleton-Century Co. New York, 1940, p.204.

2. Beard, Charles A., The Nature of the Social Sciences, Charles Scribners' Sons, Boston, 1934, p.167.

3. Rugg, Harold, American Life and the School Curriculum, Ginn and Company, Boston, 1936, p.146.

Conditions similar to these still exist in many schools today. Much of military history can be eliminated. Political history, although important, has much irrelevant material which can be eliminated, thus making more room for the social and economic aspects of history.

Only by facing the problem honestly can we improve our present history curriculum. The fact of the matter is that modern society demands that its citizens not only be well informed on current problems, but that they also have ideas and attitudes which will aid them in improving society.[1]

In the following course of study the writer has attempted to select topics for units in accordance with the information recorded on the previous pages. It is his hope that this course of study will be a step in the right direction toward correcting some of the many short-comings of the history curriculum.

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1. Norton, John K., and Norton, Margaret Alltucker, Foundations of Curriculum Building, Ginn and Company, Boston, 1936, pp.180f.

Presentation

The unit method has been chosen by the author as a means of teaching this particular course of study.

> It seems that the optimally functional secondary-school social-studies program will consist of courses organized into unit and unit assignment sequences which deal primarily with current problems of group living...Eras and events will beselected... because they are most likely to illuminate the specific modern problems with which the immediate unit assignment is primarily concerned.[1]

In summary we may say that a course consisting of a relatively few topics will not only create more significance,but will also increase the chances of retention.[2]

Each of the units will require approximately three weeks to complete, although the time may be longer or shorter depending upon the unit under consideration. By using the unit method each student is enabled to, within limits, progress at his own rate of speed, and also to deal with the work in any unit in the order which he prefers.

Allowances have been made for individual differences through the use of multiple textbooks, and the optional activities at the end of each unit assignment.

Although the reader will probably notice that the average number of references for each question in the unit assignments is approximately three or four, the majority of questions have

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1. Billett, Roy O., Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, p.233.

2. American History in Schools and Colleges, The Macmillan Company, New York, 1944, p.72.

references which vary in reading difficulty. The author wishes to state two reasons for not selecting a larger number of references for the questions. Firstly, the possibility of getting a larger number of books for student use is doubtful. Secondly, a larger number of references would only serve to confuse the student unnecessarily.

Wilson in an article in the Sixth Yearbook of the National Council for the Social Studies, gives a few suggestions for the improvement of teaching history.

1. Less drill, more exercises requiring pupils to locate and use information without memorizing.
2. Increased sources and contradictory material.
3. More emphasis on the operation of comparison.
4. Greater emphasis on generalizing.

These suggestions have been incorporated in the unit assignments. Obviously, the results will differ from pupil to pupil, for it has been established that in any large group we find some with much talent and some with little, but the creative potential is within all of us to a certain degree.[1] It is the purpose of this course of study to ferret out latent talent and creative possibilities. It is the writer's belief that the unit method is particularly well suited for that purpose.

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1. Rugg, Harold, American Life and the School Curriculum, Ginn and Company, Boston, 1936, p.432.

In spite of the fact that no tests have been incorporated in the individual units, it is planned that an objective test consisting of from seventy to eighty items will be given on the completion of each unit. These tests will show both the students and the teacher just how much progress is being made. The author has constructed a comprehensive objective test covering the content of the entire course of study. This test will serve as a sample of those which are to be given on the completion of each successive unit. During the course of each unit, the pupil may be required to write a summary or a generalization on what he has studied up to that time. These will serve mainly as a guide for the pupils.

The optional activities at the close of each unit assignment are not considered to be complete. Any number of other worthwhile activities may be added to the lists at any time

Much of the student-teacher relationship will be on an individual basis. However, when common problems arise, they will be dealt with accordingly. A part of the time devoted to the study of each unit will be set aside for the purpose of sharing knowledge gained from each unit.

Unit I-America-the Melting Pot

The Unit

Throughout the course of our history America has been known as the "melting pot of the world." America has earned that title because about eighty-seven percent of her population is made up of foreign born people or descendants of foreign born people. In spite of the great and varied foreign elements, America is today united politically and culturally.

Delimitation of the Unit

1. America is made up of people of many nations.
2. The reasons why these people came to America are three; religious, economic, and social.
3. The people from northern and central Europe were the first to migrate to America.
4. Although many nations sent colonists to America before the English, they were the most successful as colonizers.
5. The English were the first to plant a permanent colony in America.
6. The people of the United States have adopted English as their national language.
7. Our form of government was based on that which existed in England.
8. Many immigrants from one country settled in one locality in America.
9. In the latter part of the nineteenth century immigrants started coming from southern and eastern Europe.
10. There have been two great waves of immigration to the United States- the old and the new immigration.
11. Along with the Europeans in the new immigration came Orientals and Mexicans.
12. The new immigration differed from the old in that it was largely due to economic insecurity.
13. The Negroes were the one group of immigrants who did not come to America voluntarily.

14. The first limitation which the United States Government put on immigration was directed at the importation of Negro slaves.

15. Early in the twentieth century America found it necessary to put some sort of limitation on immigration to America.

16. At the present time the right to become a citizen is limited to certain groups.

17. The Indians, although not immigrants, have been the cause of much legislation, some favorable and some unfavorable.

Indirect Learning Products

1. An understanding and appreciation of the fact that than the American Indians, all Americans are either of foreign birth or of foreign extraction.

2. An appreciation of the fact that all nationalties have contributed in some way to the greatness of America.

Introductory Activities

In looking over the population of the United States, we find that it is made up of many different people from many different lands. This condition is different from that which exists in most countries. Undoubtedly many questions arise in the minds of young students of American history concerning our great population. Suppose we consider a few leading questions by way of introducing the contents of this unit.

1. How has such a mixed group managed to live in harmony in one country?

2. Why has the Indian, who is the only native American, been treated the way he has?

3. In what way has America failed to live up to its title of "the melting pot of the world?"

4. Define the term minority racial group.

   (a) When does being a member of a minority racial group become a serious factor?

   (b) What are the main minority racial groups in the United States?

Now that some of the points of interest in this unit have been discussed briefly, let's get a more definite and precise idea of why so many people have sought out America as their home and why America is truly a great "melting pot."

Unit Assignment.

1. Why has America been referred to as the land of opportunity?
   (9:25,34,375-377)(8:3-16) 10:457-461)

2. Can you explain why southern Europeans did not immigrate until many years after the northern and central Europeans?
   (9:375)(6:123,178-179,233-235)(8:10-14)(10:458-459)

3. Give some examples of economic, social, and religious reasons for immigrating.
   (9:375,376,15,24,33,34)(6:47-48,52-53,147-148)(2:11-17)(8:3-16)

4. For what reason or reasons did Englishmen first come to America?

   (a) How did they think that America could solve their problem?
   (9:18-21,33-37,47-55)(2:11-17)(8:3-16)(10:91, 97-100)

5. How do you account for the fact that our country adopted English as its national language?
   (9:54-55,52)6:33-35)(8:3-4)

6. In what ways were our colonial governments similar to British government?
   (6:34-35)(2:71-86)8:47-55)(10:95-97,98-99)

7. Explain why the English settled in one place, the Germans another, and the Scandinavians in yet another.
   (9:52-53)(6:36-37,102-104,61-64,51-55)8:3-16)

8. In what kind of work did the immigrants from the various countries engage?
(6:46-48,54-55,75-76,88-89,105-106,124-125,270, 312-314)(11:457-461)

9. Why has the United States passed laws limiting immigration to this country?

   (a) Do you think that the laws are just?(Explain.)
(6:515-523)2:411-426)8:16-21)(10:669-670)

10. How was the American Indian dealt with by the colonists?

   (a) Do you think the colonists were right in their treatment of the Indians? (Explain.)
(9:202-04)(6:19-21)(10:273-274,270-271,274-275,267-268)

11. What has been the ultimate fate of the American Indian?

   (a) Are laws passed in his behalf beneficial or harmful to the Indian?
(9:202-04)(6:21-28)(10:270,273,276)

12. Why were Negro slaves imported to America?
(9:47,48)(6:29-30)2:12)(8:9-10)(10:95,376-377)

13. To what part of the country were the majority of Negro slaves sent?

   (a) Why?
(9:48-50)(8:9-10)(10:95)

14. For what reasons did the National government outlaw the slave trade after 1808?
(8:10)(13:80)

15. Why have we excluded Orientals?

   (a) Do you think the reasons are good ones?
(6:517,519,520)2:418-420)(8:15-16,18)(10:458-459,460)

16. Is there any difference between the immigration of Orientals to this country and the immigration of other nationalities?
(6:316-335)(2:418-420)(8:15-16)(10:458-459,460)

17. How does the United States with its varied population differ from that whole group of countries known as Europe?
(6:471-485)(8:16-21)

Optional Activities

1. Write an essay telling why you think America is or is not rightly called a "melting pot."

2. Read and report on one of the following books:

   (a) The Americanization of Edward Bok
   (b) Andrew Carnegie
   (c) George Washington Carver

3. Write a paper for oral presentation showing how at least three nationalities in America are stereotyped.

   (a) To what extent are sterotypes true?
   (b) Explain the harm done by stereotyping.
   (c) How should we as individuals deal with stereotypes?

4. Draw a map of the United States and indicate the areas in which any four European nationalities have settled and the main type of work in which they engage.

5. Write a paper describing how American culture has been affected by various nationalities.

6. Draw a map showing the principal areas in which Indians are now located.

Unit II The Birth of the Democratic Ideal

Democratic government, as it is known in the United States today, is a product of evolution. The seeds of democracy were first sown in colonial governments. Democracy has grown and improved much since colonial times, but it has not yet matured. Democratic government, here or elsewhere, will never reach perfection, but it will ever seek to improve itself through constitutional means.

Delimitation of the Unit

1. Colonial governments were only partially representative as a rule.
2. The colonies, although still remaining a part of Great Britain gradually, did much to improve local government.
3. The first and Second Continental Congress saw us through the Revolutionary War.
4. The Articles of Confederation sought to unify the country.
5. As far as confederations go, government under the Articles was quite good.
6. The Articles of Confederation had several outstanding weaknesses.
7. Reorganization of the Articles of Confederation was the sole purpose of the Philadelphia Convention.
8. It was necessary that the new Constitution be written in secret.
9. At the Philadelphia Convention there were many obstacles to be overcome.
10. Our Constitution continues to grow each year.
11. Under the Constitution the government is divided into three departments, legislative, judiciary, and executive.
12. The system of checks and balances has been very effective throughout the life of the Constitution.

Unit II Cont.

13. The ratification of the Constitution was not an easy task.

14. The Constitution provided for a stronger central government than did the Articles of Confederation.

15. The new Constitution was more flexible than the Articles of Confederation.

16. Sectionalism expressed itself violently at the Philadelphia Convention.

17. Under the Constitution there are many qualifications which office holders must have.

18. The eighteenth power of Congress is a very powerful one.

19. Under the Constitution high office holders may be removed from Office.

20. Impeach means to try--not to remove.

21. Many things which are not actually written in the Constitution are, nevertheless, practiced.

22. Although there are no provisions for political parties in the Constitution, they, however, developed very rapidly.

23. After the Constitution was ratified various groups interpreted it in different ways.

Indirect Learning Products

1. An appreciation of the fact that good government is a product of evolution.

2. A realization of the greatness of our Constitution.

3. The creation of a greater spirit of patriotism.

Introductory Activities

During the past few years, there has been much controversy over the relative value of democracy as a way of life. In Europe, most of the democracies gave way to a facist form

Unit II Cont.

of government. Of course if anyone were to ask us if we believed in democracy, the answer would definitely be yes. But we must go further than that; we should know why we like democracy, what democracy offers its citizens, and what the chances are for improvement in the near future. Perhaps a good way to find out just how much each one of us knows about why we like democracy would be to give a short quiz. This is merely to get an idea of how much we actually know about our way of life.

Quiz- True-False

1. The Electoral College actually elects the President of the United States.
2. Impeach means to remove from office.
3. The term of office for a Senator is six years.
4. The term of office for a Representative is four years.
5. A Congressman may be either a Senator or a Representative.
6. The President's cabinet is elected.
7. The "elastic clause" refers to one of the powers of Congress.
8. Under our present system of government the state governments are more powerful than the national government.
9. We were governed by the Articles of Confederation during the Revolutionary War.
10. The first Ten Amendments to the Constitution are called the Bill of Rights.

Write a very brief essay on some of the benefits which one gets by living in a democracy like the United States.

Unit Assignment

1. In which type of colony royal, self governing, or

Unit II Cont.

proprietary was the government more democratic?

(a) Explain.
(2:6-10)(8:52-53)(10:91-133)

2. Under the Continental Congress, were the states or the central government more powerful?

(a) Explain.
(9:123-125)(2:102-108)(8:61-62)(10:170-172)

3. Why was the period of the Articles of Confederation called the critical period of our history?
(2:123-126)(18:62-64)(10:204-210)(13:17-24)

4. In what ways was the central government strengthened by the Articles of Confederation?
(9:125-127)(2:118)(8:61-64)(10:204-210)(13:8-17)

5. Were the Articles of Confederation an improvement over the Continental Congress?

(a) Explain.
(9:125-130)(2:118,123-126)(8:62-64)(10:204-210)(10:207-208)

6. Why did some of the members of the Philadelphia Convention think that revision of the Articles of Confederation was not enough?
(2:125-128,135-136)(8:69-70)(10:210-213)

7. Is is likely that the Constitution could have been written as well if there had been no Continental Congress or Articles of Confederation preceding it?

(a) Explain
(9:123-133)(2:126-129)(1:8-14)(8:68-70)(10:213-217)

8. How were the weaknesses of the Articles of Confederation taken care of in the Constitution?
(9:129-136)(2:129-137)(8:70)(10:213-220)

9. Explain the argument between the large and small states.

(a) Which side would you have favored? (Why)

(b) How was the conflict settled?

(c) Do you think that the results have been satisfactory?
(9:128,129)(1:10)(8:70-71)(10:213-215)

Unit II Cont.

10. Explain why there was such a controversy over slavery at the Constitutional Convention.

    (a) What was the final outcome?

    (b) Do you think that either side was entirely right?

        1) Explain.

(1:11)(10:15)

11. What plans were made for making changes in the Constitution?
(2:135)(8:83-84)

12. What effect did the addition of the first ten amendments have on the ratification of the Constitution?

    (a) Explain.

(9:133-136)(2:136-137)(1:85-86)(8:72-76)(10:219-220)

13. What is meant by the "elastic clause" in the Constitution?
(8:70)(13:79-80)

14. Under what conditions may a high government official be impeached?
(13:51,54-55,92-96,98)

15. Under what conditions is the President of the United States elected by the House of Representatives?

    (a) Give examples of how and when it has been done in the past.

(13:89-90,125-127)

16. How has the Constitution been expanded since it was first written?
(8:83-85)(10:230-231)

17. Explain how the system of checks and balances works.

    (a) Do you think that it has been successful?

(9:132,133)(2:131-132)(1:46-56)(10:216

18. Of the three branches of the national government, which one do you think is the most powerful?

    (a) Why?

(9:132,133)(2:162-163)(8:78-82)

Unit II Cont.

19. Define and explain the following terms:

(a) Bill of Bill of Attainder)
) (1:19-20)
(b) Habeas Corpus)

(c) Civil Liberties) (9:133-136)

(d) Electoral College
(8:73-75,89-94)(13:81-82,89,128)

20. List the qualifications which a person must have to hold the office of President, Senator, and Representative.
(13:25,52-54,90-91)

21. Explain the original method of electing the President.

(a) How has this method been changed?
(8:72,97)(13:89-90)

22. What are the two kinds of vetoes which can be made by the President?

(a) Which of the two is more effective? (Explain.)
(10:216)(13:62-64)

23. List the differences between the Federalists and the Jeffersonian Republicans.
(9:141-144)(2:165-166)(8:398-399)(10:229-230)

24. How did Jacksonian Democracy differ from Jeffersonian Democracy?
(9:141-144,150-153)(2:249-255)8:408-412)(10:229-230, 231-233,336-341)

25. In what ways were the philsophies of Jackson and Jefferson identical?
(9:141-144,150-153)(2:165-166,249-255)(8:378-412)
(10:229-230, 231-233,336-341)

26. Under the Constitution, which are more powerful- state governments or the central governments?
(9:129-132)(2:132-136)(1:35-45)8:82-83)(10:219-220)

27. What factors brought about the formation of the first political parties?
(9:139-146)(2:158-160,165-167)(8:393-403)(10:229-230)

Unit II Cont.

28. Are parties a necessary part of our political life?

(a) Explain.

(9:139-146)(8:393-403)(10:226-230)

Optional Activities

1. Write a theme on the following subject:

My Favorite Personality at the Philadelphia Convention

2. Write an editorial on the following subject:

Why We Should or Should Not Have Accepted the Constitution Before the Bill of Rights Was Added.

3. Select a group of four students to prepare a bulletin board display concerning the development of our national government. The display may contain the following and similar things of interest:

(a) Pictures of historical places like Independence Hall

(b) Pictures of the various signers of the Constitution

(c) Pictures of the signing of the Constitution

(d) Inauguration of the first President

(e) Pictures of part of the original Constitution

4. Board of experts (3 students)

One expert on the Continental Congress and the Articles of Confederation and two experts on the Constitution.

Students may ask any question pertaining to these instruments of government. Failure to answer any question will mean ten points from the board of experts.

5. Draw a cartoon illustrating any phase of the development of our Constitution.

6. Present the following Supreme Court cases to the class.

(a) Marbury vs. Madison

(b) Dartmouth College Case

Unit II Cont.

7. Write a theme on impeachment including the following information:

   (a) Who may be impeached?

   (b) On what grounds may one be impeached?

   (c) Details of impeachment proceedings.

8. Make an oral report to the class from a biography of one of the following with special emphasis on the contributions of each one to the democratic way of life.

   (a) Thomas Jefferson

   (b) Andrew Jackson

   (c) Abraham Lincoln

   (d) Theodore Roosevelt

   (e) Woodrow Wilson

   (f) Franklin Roosevelt

Unit III-Westward Ho!

Statement of the Unit

From the thirteen original colonies which made up America there was a continuous westward movement. By some this westward movement has been called "manifest destiny", by others it has been called imperialism. Regardless of what we call the movement it was an important factor in making the United States what it is today.

Delimitation of the Unit

1. Starting with the American Revolution, George Rogers Clark did much to advance our interests in the West.
2. After the Revolution, Britain remained a barrier to our western land claims.
3. The end of the Revolution brought our national boundaries up to the shores of the Mississippi.
4. The West was a place of romance and adventure.
5. Forming a national government (Articles of Confederation) brought the western land claims into dispute.
6. The Ordinance of 1787 did much to encourage self-government in the western lands.
7. Thomas Jefferson was considered to be a great champion of the West, and it was from that section of the country that he won much of his support.
8. The Louisiana purchase, the annexation of Texas, and the Mexican War made our claim to boundaries extending from ocean to ocean a reality.
9. Westerners clamored for the War of 1812.
10. The West (after 1812) was a great attraction for many people.
11. The Monroe Doctrine was an expression of our early nationalism.
12. In 1828 the West held the balance of power between the North and the South.

Unit III-Westward Ho!Cont.

13. The Missouri Compromise postponed the culmination of a national crisis.

14. Slavery had a great effect on our westward expansion.

15. The Lewis and Clark expedition increased our claims to western lands.

16. Throughout our period of expansion, the Indians were a great source of trouble.

Indirect learning products

1. An appreciation of the fact that the extension of our borders has produced national solidarity.

2. To have an understanding of the fact that a national policy may at the same time be an international policy.

3. To see how the carrying out of one national policy must of necessity lead to a multiplicity to other domestic problems of paramount importance.

Introductory Activities

The westward movement was one of the most dramatic series of events in our national history. Although some of our former leaders like Washington and Jefferson wished for the United States not to become involved in foreign affairs, this movement alone involved us in foreign entanglements with Spain, France, England, and Mexico. Not only the issue of slavery was involved in the following up of our expansion program, but also the status of western lands and their relation to the Union.

1. Now just how did our westward movement involve us in international relations?

2. How were new domestic problems created by the movement?

3. Did our foreign policy of that day have any effect on our foreign policy of today?

Unit III-Westward cont.

Introductory Activities cont.

4. To what extent were our acquisitions illegal?

These are some of the questions which we hope to find more about in this unit. With all that may be said in criticism of the methods used to expand, the end result has made us a nation rich in resources, and has given us a feeling of national solidarity which is unparalleled.

Unit Assignment

1. How did the peace of 1783 effect our national boundaries?
(9:77)(2:112-113)(8:113)(10:193)

2. What cause did we find to distrust the British after the Revolution and the War of 1812 in regard to our western lands?
(10:193)

3. What effect did the Articles of Confederation have on ourwestern land claims?
(9:125)(2:118-119)(10:204)

4. Of what importance was George Rogers Clark in our westward expansion?
(9:74, 177-178)(2:110)(8:113)(10:186-187)

5. How did the Ordinance of 1787 improve the former government of western territories?
(2:180-181)(8:138-140)(10:207-208)

6. When the Indian impeded our progress westward, what means were used to stop him?
(9:200-02)(2:175-176)(10:270-271,252,254-255,267-276)

7. Of what benefit to the country was the Lewis and Clark expedition?
(9:182)(2:183-185)(8:120,124)(10:251-254)

8. Why was the West so solidly behind Jefferson in the election of 1800?
(9:150)(2:146-148)(8:399-400)(10:229-233)

9. How did the United States react to the transfer of the Louisiana territory from Spain to France?
(9:179-181)8:114-116)(10:250)

Unit III-Westward cont.

Unit Assignment Cont.

10. Was the purchase of Louisiana made merely because we desired more land?

    (a) Explain.
(9:147-148)(2:182-186)(8:114-116)(10:250-252)

11. What was the great attraction in the West before 1820?
(9:177,181-182)(2:179-185)(8:125-128)(10:246-250)

12. What were the attractions of the West after 1820?
(9:184-188,208-209,210-211)(2:185-192)(8:128-138)
(10:277-299)

13. Is it true that the westerners had a sincere desire for the War of 1812?

    (a) Explain.
(9:466)(2:172-174)(10:239)

14. In regard to slavery, what plans did the South have for the westward expansion?
(9:245-247)(2:185-187)(8:133-134)(10:378-385)

15. How did the North react to the potential expansion of slavery to the West?
(9:245-247)(2:185-187)(10:378-387)

16. Why was there a need for the Missouri Compromise?

    (a) Do you think that it had a chance for success?
(9:245-246) (2:186)(10:279)

17. Of what importance was the Kansas-Nebraska Act in the friction between the North & South?
(9:247-248)(2:256-257)(10:382-384)

18. Why is it said that the West held the balance of power between the North and the South in 1828?

    (a) What did the North have to offer the West?

    (b) What did the South have to offer the West?
(9:242-245)(2:249-250)(10:334-336)

19. Explain how a territory could legally become a state as prescribed in the Ordinance of 1787?
(2:180-181)(13:106-107)

20. Explain how Americans first became interested in Texas.
(9:184,188)(2:188-189)(8:116-117)(10:281-282)

Unit III-Westward cont.

Unit Assignment Cont.

21. How did the way in which Texas was admitted to the Union differ from the way in which the rest of the Mexican cession was incorporated?
(9:188-190)(2:189,190-192)(8:116-120)(10:282-286, 288-289)

22. How did the discovery of gold in 1848 affect the westward expansion?
(9:208-209)(2:191)(8:136-138)(10:289-291)

23. Do you think that the Mexican War was an indication of agression on the part of the United States?
(9:188-190)(2:188-190)(8:119-120)(10:286-287)

Optional Activities

I Maps

1. Draw a map including the following information:

   (a) Louisiana Purchase territory (1803)
   (b) Texas (1850)
   (c) Territory gained from the Mexican cession (1854)
   (d) Florida (1819)

2. Draw a map of the United States including the following information:

   (a) Territory claimed by George Rogers Clark during the Revolutionary War
   (b) Route covered by the Lewis and Clark expedition

3. Draw a map of the United States which will show all of the territory governed by the Ordinance of 1787.

II Themes

1. Write a theme on one of the following topics:

   (a) The Diplomacy of the Louisiana Purchase
   (b) The Mexican War- Was it Agressive or Defensive?
   (c) The Monroe Doctrine and our foreign Policy
   (d) The Folly of the Missouri Compromise

III Book Reviews

1. The Hero of Vincennes
2. A Biography of Sam Houston
3. A Biography of Henry Clay
4. A Biography of John C. Calhoun

Unit III-Westward cont.

Optional Activities cont.

IV Cartoons

1. Draw a cartoon or a series of cartoons illustrating any phase of this unit.

V Round Table Discussion

1. A round table discussion on the following subject: The thirteen Original States Expanded the Territory of the Country Through two Means-Imperialism and Fear.

   Four students - each taking one of the topics listed below will speak a maximum of five minutes. At the end of such time there will be a question period by the class.

   (a) Florida
   (b) Texas
   (c) Louisiana Purchase
   (d) Mexican Cession

Unit IV-Agriculture-Past and Present

Statement of the Unit

The place of agriculture in the United States has always been an important one. Quite naturally there have been many changes in the methods and importance of farming since colonial days. However, the fact is that agriculture is still a very important factor in the functioning of American life.

Delimination of the Unit

1. Plantation farming was quite different from the type of farming in New England.
2. Plantation farming was peculiar to the South.
3. The invention of the cotton gin had many more implications than merely the improvement of agriculture.
4. In the middle 1800's, the national government became very much interested in agriculture, and passed laws for its benefit.
5. Cotton growing became so important in the South that it was referred to as "King Cotton."
6. The Civil War did very little to change Southern farming.
7. At the close of the Civil War agriculture expanded very rapidly.
8. Tenants and sharecroppers in the southern plantation system were actually no better off than slaves.
9. Though the West had been on the side of the North in the Civil War, they nevertheless had common ties with the South.
10. The attitude of the Southerners toward a tariff were quite different from those of the Northerners.
11. The Granger movement was at one time an important agricultural factor to be dealt with.

Unit IV-Agriculture cont.

Delimination of the Unit cont.

12. The development of scientific farm equipment not only increased production, but also increased efficiency.

13. The farmer has tried many times to accomplish things by direct legislation.

14. During World War I agricultural produce increased.

15. Again in 1917, the Federal Government stepped in to aid agriculture with the Smith-Hughes Act.

16. With the end of World War I the farmer's plight was critical.

17. After World War I there were several factors which decreased the demand for our agricultural products.

18. Agriculture was severely crippled by the economic panic of 1929.

19. The government continued to come to the aid of the farmer with the Federal Farm Board.

20. Farm relief was sought by the McNary-Haugen Bill.

21. The New Deal attempted to rescue the farmer from utter destruction.

Indirect Learning Products

1. To appreciate and understand the struggle which agriculture has faced, and is still facing in the United States.

2. To gain a greater understanding of the complications of domestic problems in general.

Introductory Activities

The introductory activities will be based on the following short talk.

In spite of the fact that today the United States ranks

Unit IV-Agriculture cont.

Introductory Activities cont.

with the greatest countries industrially, she is also a ranking agricultural country. Here in our country, both agricultural products and livestock are raised in great varieties and in huge abundance. Agricultural products make up a good portion of our international trade.

As the United States rapidly changed from a predominantly agricultural country to a predominantly industrial country, many new and unforseen problems arose, the solution to which are not yet complete.

The primary difficulty is based on the different economic interests of agriculture, business, and industry. From time to time the national government has sought, by various means, to compromise the position of agriculture with that of business and industry. Although the lot of the farmer has improved greatly in recent years, there is still a considerable amount of discontent within that group.

It might be said here that agriculture itself does not present a united front- in other words the economic interests of agriculture itself differ from one section of the country to the other. This of course, is partly due to the types of products under consideration and also to the methods of production.

These are some of the issues facing agriculture and the government today.

Unit IV-Agriculture cont.

Introductory Activities cont.

In this unit it is our purpose to gain further insight into and a better understanding of agriculture and its problems here in the United States.

Unit Assignment

1. Explain why it was the New England colonies which turned to manufacturing rather than the Southern colonies.
(9:65-66)(9:47-48)(2:31-35)(8:33-35)

2. Why were slaves used so extensively in the South?

   (a) Do you think that reasons for slavery were real or imaginary. (Explain.)
(9:47-48)(2:33-35)(8:184-186)(10:376-377)

3. Why did the colonies resort to farming as a means of making a livlihood rather than to manufacturing?
(9:65-66)(2:24,27-30)(8:169-171)

4. How did the mercantilist theory affect the development of manufacturing in the colonies?
(2:88-92)(8:53,244)(10:146-148)

5. Were the advantages claimed for the practice of mercantilism real or imaginary?

   (a) Do we still practice mercantilism today? How?
(2:88-92)(8:53,281-282)(10:152-157)

6. What part did surplus products play in the general improvement of early New England farming?
(9:50-51)(2:40)(8:171)

7. How did the development and improvement of transportation affect the primary purpose of farming?
(9:322-328)(2:206-208)(8:222-228)(10:313-327)

8. What was the primary purpose of colonial farming in New England?

   (a) Did the primary purpose of the later western farmers differ from this?
(9:48-50)(9:244-5)(2:31-32)(8:172-173,201-202)

Unit IV-Agriculture cont.

Unit Assignment con.

9. How did the invention of the cotton gin affect the growing tension between the North and the South? (9:242-244)(8:186-188)(10:305-307)

10. Define and explain the term "King Cotton." (9:242-244)(8:188-189)

11. Did the fact that the South allowed cotton to become "King" benefit or harm the South as a whole? (9:242-244)(8:188-199)

12. What were the economic consequences of the invention of the cotton gin? (9:243-244)(8:186-188)(10:305-307)

13. How was the small Southern farmer affected by the powerful plantation owner? (9:244-247)(2:33-35)(8:189-199)(10:370-374)

14. Explain how conditions in Europe in the 1800's influenced the course of agriculture in America? (8:202, 219-220)

15. Why did the farmers find it necessary to organize the Granger movement?

    (a) Did the Grangers achieve their purpose? (9:265-267,537)(8:223-225)(10:492-494)

16. Was the desire of the farmers for the coinage of silver different from their desire for paper money?

    (a) Explain (8:228-235)(10:512-515)

17. Why did the farmers in the 1870's want to increase the amount of money in circulation?

    (a) Explain the fallacy in their thinking. (8:228-235)(10:512-515)

18. Why did the growth of larger cities in America increase the demand for farm products? (9:287-289)(2:206-208)(8:201-202)(10:467-469)

19. Did the passage of the Interstate Commerce Act aid the cause of the farmer?

    (a) Explain (9:266)(2:329)(8:222-227)(10:494,512,664)

Unit IV-Agriculture cont.

Unit Assignment cont.

20. What grievances did the farmer have against business and industry?

    (a) Do you think that the farmer was right in complaining?
(9:265-269)(2:304-306)(8:222-227)(10:492-494)

21. How did World War I increase the desire of farmers to expand?
(8:219-221)(10:671)

22. What forces in general lead to agricultural over-expansion?

    (a) How does overexpansion affect the farmer?
(2:448-449)(8:219-221)(10:671-677)

23. To what extent has man controlled nature in farming?

    (a) To what extent has man failed to control nature in farming?

    (b) What is the result of man's failure to control nature in farming?
(8:35-37, 206-208)(10:649-651)

24. What part did machinery play in forcing farmers to concentrate on one crop?
(9:238-239)(8:204-206)

25. How has scientific advancement made both farming and industry more and more interdependent?
(9:235-239)(8:201,209-211)(10:308-313)

26. What part does the Department of Agriculture play in American farm life?
(9:231-233)(8:208-209)

27. How have the Morrill Act and the Hatch Act improved farming?
(9:231-233)(8:208-209)(10:492,650)

28. What were the main features of the New Deal program which were designed to help the farmers?

    (a) With what success did they meet?
(9:535-538)(2:457)(8:234-235)(10:672-677)

Unit IV-Agriculture cont.

Optional Activities for Unit IV

I. Four students to arrange a bulletin board display showing the evolution of farming in regard to homes and equipment.

   1. This display may include any pictures from old magazines, drawings, and photographic copies.

II. Draw a map of the United States showing the following data:

   1. Cotton belt
   2. Corn belt
   3. Hog, cattle, and sheep raising areas
   4. Dairy regions

III. Illustrate by diagram why agriculturalists are against, and industrialists are in favor of a tariff on manufactures.

IV. Write a theme on one of the following topics:

   1. The Cotton Gin and its Relation to the Civil War

   2. Why Southern Farmers Have Resorted to the System of Tenant Farming

   3. Mercantilism Past and Present

   4. The Most Important Agricultural Act in our History.

V. Four students to prepare a round table discussion on the following subject: Was Cotton "King" in the South?

VI. Read a biography of George Washington Carver, and present an oral book review to the class with special emphasis on his contributions to Southern Farming.

VII. If you have an opportunity take some pictures of modern farms for a bulletin board exhibit.

VIII. Oral Reports

   1. The Modern Farmer, His Training, His Average Income, and His Duties

   2. To What Extent Do Rural People Enjoy the Luxuries of Urban Life?

Unit IV-Agriculture cont.

Optional Activities for Unit IV cont.

IX. Make a diagram of the Department of Agriculture, showing its various departments, and how they aid the farmer.

X. Make a collection of current events concerning the problems of the modern farmer. Cartoons from papers and magazines may also be used.

XI. Draw a cartoon illustrating any phase of this unit.

Unit V-Big Business

Statement of Unit V

Today the United States ranks as the leading industrial nation of the world. Although business and industry like to pride themselves on this outstanding achievement, it is, in fact, the result of cooperation between government and business. Nor must it be though that government and big business are synonymous terms, for from time to time the government has stepped in to protect the general welfare of the citizens.

Delimitation of Unit V

1. The industrial revolution was caused by the invention of various labor saving devices.
2. The factory system was an outgrowth of the industrial revolution.
3. As a general rule the lot of the factory worker was not a very happy one.
4. Prosperous small businesses grew with momentum into large businesses.
5. Big business exhibited the spirit of rugged individualism, thus taking advantage of the general populace.
6. Ruthless business tactics rapidly eliminated competition, and business rapidly tended toward monopoly.
7. Because of the spirit of rugged individualism, the government found it necessary to intervene.
8. Anti-trust acts were instituted to prevent big business from becoming monopolistic, but on the whole they were not very successful.
9. On various occasions, the government has found it necessary to intervene in the business of the railroads for unfair business practices.
10. Although, American business has clamored mainly for a policy of laissez-fair, it has at the same time clamored for government participation in certain phases of industry.

Delimitation of Unit V cont.

11. It has been largely through the participation of government in business, both in domestic and foreign phases, that industry has developed so greatly in this country.

12. The government has often come to the aid of business by passing legislation which increased the tariff rates.

13. Although there are many arguments for a tariff which sound logical, they are generally based on false reasoning.

14. Not only can tariffs harm the consumer in the home country, but it can also do harm to the exporting country.

15. In order to liberalize our tariff policy, we began to make reciprocal trade agreements with other countries.

16. The ultimate in financial crises came when all of the majoy countries of the world became victims of a world wide panic in 1929.

17. Banks have always been a necessary part of our economic life, but on many occasions they have become involved in difficulties which have required government aid to solve.

Indirect Learning Products

1. To understand the close relationship which must exist between business, government, and the people.

2. To understand that the tendency toward a limited collectivism is a product of the times, and,that such a trend can work for both the good of the people and the nation as a whole.

Introductory Activities

The introductory activities will be based on the following discussion.

It was during the early years of the American Revolution that industry became one of the principle occupations of the

Introductory Activities of Unit V cont.

American people. From that time to the present, industry has continued to expand.

During the early years of our national existence, and, in fact, up until the latter part of the nineteenth century, the nation as a whole favored a policy of laissez-faire- that is, a policy of non intervention by the government in business. It was not a true policy of laissez-faire for many times business and industry actually sought government interference in their behalf; it was rather a policy by which business favored non-intervention by the government in matters which would in any way decrease the profits of business, or which would hinder its natural expansion.

Notwithstanding the objections of business, however, the government has frequently found it necessary to step in and protect the general welfare of its citizens at the expense of business.

1. Do you know what the term individualism means?
    (a) Apply it to business
2. Define the term general welfare.
    (a) What agencies are the protectors of the general welfare?
3. How does individualism differ from collectivism?

These are some of the ideas to be on the lookout for in this particular unit.

Unit V Assignment

1. What factors led the colonial families to abandon the process of home manufacture? (9:279-285)(2:31-35)(8:243-346)

Unit V Assignment cont.

2. How did the industrial revolution affect the old economy of home manufacture?
(9:281-289)(2:193-208)(8:246-250)(10:302-308)

3. What factors brought about the transition from small to big business?
(9:284-289)(2:303-306)(9:250-258)(10:311-313,454-456)

4. What was it about the factory system which made it an undesirable thing?
(9:307-309)(2:197-199)(8:355-360)(10:343-345)

5. What advantage does mass production have over any other kind of production?
(9:284-289)(8:274-278)

6. Why did the government help to develop railroad transportation?

   (a) In what ways did the government aid the railroads?
(9:326-327)(2:283-284)(8:295-297)(10:477-481)

7. List some of the factors which led to monopoly, and tell why you think they were unfair.
(9:291-300)(2:303-306)(8:262-264)(10:433-456)

8. How has big business violated the principle of democracy?
(9:291-300)(2:306-311)(8:264-274,303-306)(10:433-462)

9. Why has the federal government found it necessary to exercise some control over our banking system?
(9:301-304)(2:254-255,307-308,310-311)(8:288-295)
(10:681-682)

10. Are all monopolies harmful to the general public?

   (a) Explain.
(9:301-304)(2:306-311,446-448)(8:295-297)

11. What did big business hope to accomplish by becoming monopolistic?
(9:291-301)(2:303-311)(8:264-274)(10:449-457)

12. How do you account for the fact that government agencies such as the Interstate Commerce Commission, the Maritime Commission, and the Federal Trade Commission have been established?

   (a) Do they tend toward individualism or collectivism?
(9:266)(9:301)(2:329,392)(8:308-311)

Unit V Assignment cont.

13. For what purpose were the anti-trusts acts made?

    (a) Why have they proved to be so unworkable in America?
(9:301-302)(2:329,386-387,392,440,450)(8:304-306)
(10:664-666).

14. Do you think that our government has to the best of its ability exeucted the anti-tnust laws?

    (a) Explain.
(9:408)(2:329,386-387,392,440,450)(8:306-308)
(10:664-666)

15. Why has New England held for many years the title of being the textile center of the United States?

    (a) Is there any danger that she will lose this position? Explain.
(9:285)2:197-200,207-208)(2:300-302)(8:255-257)
(10:466-467)

16. List the reasons for a tariff.

    (a) Which reasons are the most logical?

    (b) Which reasons are absolutely false?
(2:252-253,416-417)(8:281-285)

17. Distinguish between a prohibitive tariff and a protective tariff.
(9:401)(8:281-285)

    (a) What are the advantages of each?

18. Explain how a tariff works for the benefit of the few at the expense of the many.

    (2:252-253,416-17)(8:285-287)(10:678-679)

19. How were the reciprocal trade agreements of Secretary Hull to improve our position as an international trader?
    (2:455-456)8:286-287)(10:678-679)

20. How could an American tariff harm countries outside of America?
(8:285-287)(10:678-679)

21. What weaknesses could be found in the old state banks of the 1800's?
(2:254-255)8:288-290)

22. Why was it considered a great improvement in banking

Unit V Assignment cont.

22. when the government established the Federal Reserve system?
(9:28,432)2:392)(8:292-293)

23. In what ways do the Federal Reserve banks work for the public good?
(9:268,432)(8:292-293)(10:681)

24. What important functions does a bank perform in our ordinary economic life?
(8:287-288)

25. How does the bank deposit insurance help the depositor?
(9:539-540)(8:293-295)

26. In what way was the farmer aided by the New Deal banking policies?
(9:537-538)(2:456-458)(8:293-295)
    (a) Do you think that these policies were fair? Why?

27. How did the New Deal of Franklin Roosevelt affect our banking system?
(2:456-457)(8:293-295)(10:681)

Optional Activities Unit V

I. Diagrams

1. Draw a diagram showing how the Federal Reserve system operates.

2. Show by diagram the effect of an American tariff on the foreign exporter and also on the American consumer.

3. Make a diagram illustrating some of the difficulties which the Interstate Commerce Commission has sought to correct.

II. Maps

1. Draw a map of the United States showing the main industrial areas of the country.

2. Draw a map of the United States showing the location of the most important mineral deposits in the country.

Optional Activities Unit V cont.

III. Panel Discussion

1. The Advantages and Disadvantages of a Protective Tariff

(a) Two students speaking in favor of one and two students speaking against it, with questions directed to the individual members of the panel by the class.

IV. Themes

1. Write an essay showing the difference between a public utilities monopoly and a monopoly which is not a public utility.

2. Write an essay telling why you favor individualism or the present trend toward a limited collectivism.

3. Write an essay on how government aid to business has led to international controversy.

4. Write an essay on, The General Welfare and its Relation to Business.

V. Book Reviews

1. Read a biography of John D. Rockfeller or Andrew Carnegie and make an oral book review to the class pointing out both the good and the evil which each man did as brought out by the author.

VI. Radio Program

1. Prepare a radio discussion having two students speak in favor of business and two to speak for the interests of the general welfare.

Unit VI Capital and Labor

Statement of the Unit

With the rapid growth of American Industry, the conflict between capital and labor has continued to increase. In view of the facts, one must agree that labor unions are essential. Throughout our history labor unions have met with varying degrees of success--sometimes meeting with government approval, and sometimes not. In relations between capital and labor, the government is a necessary force to compromise the activities of each.

Delimitation of Unit VI

1. In the early years of our industrial development men, women, and children had to work long hours for little pay.
2. Unions are a necessary factor and in most cases they have sought to do a good job.
3. The Knights of Labor was the first significant labor union in the United States. In its orgranization it was very undemocratic.
4. The American Federation of Labor succeeded the Knights of Labor. It is mainly a craft union.
5. Capital has tried to make a slight concession to labor by establishing factory unions, but outside unions are opposed to them.
6. Since the organization of the CIO there have been many conflicts between that union and the American Federation of Labor.
7. The CIO is an industrial union which is considerably different from a craft union.
8. By organizing into unions, labor began to have some authority in industry.
9. Many business concerns have done much to improve the working conditions for the happiness of their workers.

Delimitation of Unit VI cont.

11. Labor picks the most strategic time to strike the hardest.

12. In the case of friction between capital and labor in one industry, many persons are affected who are not directly concerned with either capital or labor.

13. Labor has on occasions taken advantage of capital.

14. In some cases union leaders seem to hold their own interests above those of the union.

15. Although basically democratic, unions have practiced discrimination to such an extent that prove them to be undemocratic in many respects.

16. The government (since 1933) has often come to the aid of labor.

Indirect Learning Products

1. To understand that our society is the result of forces and trends which are not entirely within our power to control.

Introductory Activities

Labor unions in the United States have been the source of much controversy. The reason for this is that their activities are in many cases connected with the activities of the communist party which is not very popular in this country.

From the previous unit you will perhaps recall several business practices which would prove detrimental to the working man. In this unit you will discover many more factors which have led to the formation of labor unions.

On the whole labor unions have done an admirable job in improving the status and standard of living of workers. In spite of their achievements, however, there has often been conflict within the realm of labor itself. This is another factor

Introductory Activities Unit VI cont.

which has brought the cause of labor into disrepute.

In many conflicts involving capital and labor, the points of difference are so great that a settlement is very difficult to reach. In such cases there are various techniques, such as the strike and arbitration, which may be used in order to arrive at a satisfactory settlement. Even then it is sometimes necessary for the government to step in and bring the two together.

In this unit we hope to bring to view many of the forces working for and against labor unions in order to see their true relationship in American life.

Unit Assignment

1. Why was it that labor did not organize until industry was large?
(9:307)2:200-201)(8:360)(10:461-462)

2. What basic facts led to the formation of labor unions?
(9:307-309)(2:200-203)(8:355-360)(10:343-461-462)

3. What harmful effects would result from the long hours of work which the early factory workers had to do?
(9:307-309)(2:203-205)(8:357-360)(10:461-462)

4. The Knights of Labor was an industrial union; it died. The CIO is an industrial union; it is flourishing.

   (a) Why?
(9:310,313-315)2:312-313)(8:362-363,364-367)(10:462-463, 668-669)

5. Why did the Knights of Labor decline?
(9:310)(2:312-313)8:362-363)(10:462-463)

6. Which was more democratic, the Knights of Labor or the American Federation of Labor?

   (a) Explain
(9:310,311-313)(2:312-313,314-316)(8:361-364)(10:462-463)

Boston University
School of Education
Library

Unit VI Assignment cont.

7. How did industry react to the formation of unions?

   (a) How did the government react?
(9:312-313)(8:370-373)(10:463-466)

8. By what means could the early unions exert their influence?
(9:310)(2:313,204-205)(8:360,361)(10:463)

9. Why is it that Negroes have to a large extent been excluded from the American Federal of Labor?
(9:383)(12:402-408)

10. Is there any truth in the belief that labor unions sometimes violate the Fourteenth Amendment?

   (a) Explain.
(9:383)(2:316-317)(7:95-96)

11. Why have legislatures assumed a more liberal attitude toward labor than the courts?
(9:313-314)(2:316-319)(8:383)

12. Do you think that the closed shop is democratic or undemocratic?

   (a) Why?
(12:405)

13. How has government (local and national) come to the air of the working man?

   (a) Do you think that these measures are democratic or not? Explain
(9:312-319)(2:416-419)(2:458-459)(10:667-669)

14. What methods has industry used to oppose the growing strength of labor unions?
(9:312-313)(8:370-379)(10:463-465)

15. Has industry in any way tried to improve the condition of the workers?

   (a) Explain.
(9:316)(8:375-376)

16. Why is it that outside unions often oppose company unions?
(9:313)(8:377-378)

Unit VI Assignment cont.

17. During what periods of the economic cycle are strikes more numerous?

    (a) Explain.
(9:528-532,541-543)

18. What is the main distinction between a craft union and an industrial union?

    (a) Which one do you think is more effective?
(9:310-315)(8:364-367)(10:666-669)

19. Why has there been such friction between the AF of L and the CIO?
(9:313-315)(8:364-367)(10:666-669)

20. Why has labor not formed a Labor party up to now?
(9:317-318)(2:314-315)(2:330-334)(8:384-385)

21. What means other than the strike can labor use in order to exert pressure?
(9:315-316)(8:370-375)

22. Define the following terms:

    (a) picket

    (b) scab

    (c) boycott

    (d) closed shop
(9:315)(9:316)(9:316)(8:370-373

Optional Activities

I. Diagrams

    1. Draw a diagram showing the difference between craft organization and industrial organization of labor unions.

    2. Illustrate by means of a diagram how the labor unions have improved the standard of living of the working people.

    3. Draw a diagram which contrasts the organization of the knights of Labor and the CIO.

II. Cartoons

    1. Draw a cartoon illustrating how the government has improved the status of the working people.

Optional Activities Unit VI cont.

II. Cartoons cont.

2. Draw a cartoon showing how the labor unions have violated the XIV Amendment.

3. By means of a cartoon or diagram, illustrate how strikes may affect the general welfare of the nation.

III. Round Table Discussion

1. Should the government take a more active part in conflicts involving capital and labor?

IV. Themes

1. The Obligations of Unions to Society

2. The Obligations of Capital to Labor

3. On Discriminatory Practices of Labor Unions

4. The Inevitableness of Labor Unions

5. The Causes for Hard Feelings Against Labor Unions.

6. Organized Labor and its Effect upon Unorganized Labor.

V. Current Events

1. Prepare a bulletin board display of news items, cartoons, or diagrams which illustrate the present activities of capital and labor.

VI. Radio Program (4 students)

1. Prepare a radio program giving both sides of any present conflict between capital and labor.

Unit VII The Pursuit of Happiness

Statement of Unit VII

Democracy is basically a way of life based on a rather loosely constructed collection of ideas and ideals which establish the dignity of all individuals and the basic equality of all. Democracy is far from being perfect in the United States, but in our pursuit of happiness it advances toward perfection every year.

Delimitation of the Unit

1. Alexander Hamilton favored the superiority of the aristocratic classes.

2. Theoretically, Jefferson was sympathetic toward the common man, but actually he was as aristocratic in his thinking as Hamilton.

3. The first two great factions in our country under the Constitution were the Federalists and the Anti-Federalists. The Anti-Federalists believed in the strict construction of the Constitution; the Federalists believed in a liberal interpretation of the Constitution.

4. Jackson was considered an exponent of Jeffersonian democracy; actually he was much more democratic than Jefferson ever was.

5. John Marshall greatly strengthened the central government at the expense of local government. Because of this, he was often at odds with Thomas Jefferson.

6. The Republican party was formed as a reform party to cure the evils of a divided Union.

7. Following the Civil War national legislation did much to democratize the civil service of our country.

8. In our pursuit of happiness, the Emancipation Proclamation was the first step toward the solution of a yet unsolved problem.

9. Our way of life, although far from being perfect, has given far more to the average citizen than any other country in the world.

Delimitation of Unit VII cont.

10. During the administration of Grant, corrupt politics reached its peak. The general welfare of the public was actually threatened.

11. Party patronage has always been an important part of our political system. However, it is much less important now than it was in the years prior to 1890.

12. Although third parties have never been a dangerous threat to our two party system, they have done much to democratize America.

13. One of the outstanding political figures in American history was William Jennings Bryan. In his time he was considered a radical, but much that he was in favor of has now become a functioning part of American life.

14. Another exponent of the common man was Theodore Roosevelt.

15. Due to the persistent efforts of various people, women today hold a place on the same political plane with men in our democracy.

16. Local government has eliminated many corrupt practices by instituting such plans as the City Manager and City Commission forms of government.

17. The initiative, recall, and referendum are important instruments by which the general public can reform and improve local government.

18. In our pursuit of happiness, Woodrow Wilson stands out. Unfortunately he was more of an idealist than a realist.

19. Pressure groups have been organized to agitate legislatures (local and national) to pass bills which will benefit special groups.

20. The course of education has been a progressive one of democratization throughout our history.

Indirect Learning Products

1. To understand that democracy is a way of life which is continually striving for the betterment of all citizens.

Unit VII
Indirect Learning Products cont.

2. To appreciate the difficulties which continually confront democracy which will prevent it from reaching ultimate perfection

In this unit on the Pursuit of Happiness we shall trace the growth of American democracy from the early years of nationhood up to the present. To many the term "democracy" means government alone, but we shall call it a way of life which embodies all things political, social, and economic in our daily living.

Another factor to remember about democracy is that it is not a place at which one arrives. Democracy may be thought of as a direction, much the same as North, South, East, and West. As one can travel in the direction of West and never reach there, so can a nation travel in the direction of democracy. The fact that democracy is so flexible is one of the most remarkable things about it. Democracy has the ability to change with the times; it is ever open to progress.

In this unit we shall be concerned primarily with political democracy, but in succeeding units we shall get a clearer idea of the closely knitted aspects of democracy including the social, economic, and political phases.

Unit Assignment

1. Why did the people divide themselves into the Federalists and the Anti-Federalists?

   (a) What groups followed each party?
   (9:138,141-146)(9:397-398)(2:165-170)(8:393-403)

2. Why are political parties a necessary part of our political life in America?
   (9:139-142)(2:166-167)(8:393-403)

3. What was the result of the undemocratic activities of

Unit VII Assignment cont.

the Federalist party?
(2:168-169)(8:399-401)(10:237-238)

4. Why was Jefferson regarded as a president favoring the masses?
(9:138,142-146)(2:146-148)(8:403-404)(10:231-233)

5. Why was Jefferson unable to practice his political beliefs?
(9:146-149(2:170-172)(8:404-408)(10:238-239)

6. What evidence is there that Jefferson was not as different from the Federalists as it is generally believed?
(9:146-148)(2:170-172)(8:407-408)

7. Which was the greater democrat, Jefferson or Jackson?

   (a) Explain.
(9:113-118,142-147,150-153)(2:249-255)(8:408-412)
(10:335-341)

8. Although Jackson was generally recognized as a great democrat, why was he referred to by many as "King Andrew?"
(9:152-153)(8:411-412)(8:409-11)

9. Was Jackson trying to be democratic when he used the "spoils system" as a method of distributing political jobs?
(9:150-152)(8:409-411,433-436)(10:336-337)

10. Was John Marshall a strict constructionist or a loose constructionist?

   (a) Explain?
(9:148-149)(2:163)(8:79-82)(10:231)

11. The fundamental objective of the Republican party was to improve democracy, but did the end show that it had succeeded?
(9:399-404)2:287-292,300-301)(8:418-422)(10:420-423)

12. How did the Republican party become so powerful in six years.
(2:323-324)(8:418-420)(10:504-505)

13. Could it be said that the "solid South" was an outgrowth of Republican practices?
(9:401-404)(2:287-292,326)(8:420-422)(10:419-422)

Unit VII Assignment cont.

14. How were corrupt political practices undermining the democracy in the years following the Civil War?

    (a) Were the people in any way responsible for the low state to which their government had sunk?

(9:413-414)(2:320-322)(8:442-447)(10:506-508)

15. Why was William Jennings Bryan called a radical by his political opponents?

    (a) What evidence is there that the American public has now become more progressive in their political views?

(9:535-543)(2:335-336)(8:237,428-429)

16. What were the main reasons for the civil service reform?

    (a) Is it more democratic than the "spoils system?"

(9:416-419)(2:324-328)(8:433-438)(10:510)

17. What are the main points of the Pendleton Civil Service Act?

    (a) Would it be a good idea to have all government positions on the classified civil service list?

(9:418,419)(2:328)(8:438-440,442)(10:510)

18. Define the term "spoils system."

    (a) What were its good effects?

    (b) What were its bad effects?

(9:415-416,150-152)(2:214)(8:433-436)(10:336-337)

19. List the major third parties and the platforms which they supported.
(9:262-266,430)(8:416-431)

20. What purpose do third parties have in our country?

    (a) Have any ever been a serious threat? Why?

(9:262-266,430)(8:416-431)(10:505-506)

21. Did Mr. Average Citizen ever use his influence in any way to bring about the reform of his government?
(9:415,421-422,428-429,433-435)(2:229-238)(8:303-306, 442-444,452-453)

Unit VII Assignment cont.

22. What did Theodore Roosevelt mean by a "square deal?"

(a) What part was the government to play in executing the "square deal?"

(b) Was this a movement toward individualism or collectivism?
(9:427-428)(2:350-351)(8:455-457)(10:660-662)

23. Woodrow Wilson is recognized as one of the country's great presidents; would you classify him as a liberal, conservative, or a middle-of-the-roader?

(a) Why?
(9:431-433)(8:457-459)(10:658-665)
(9:432-435)(2:440-441)

24. Define the term "special interests".

(a) How do "special interests" seek to control legislation?

(b) Do they serve a useful purpose?

(c) How have "special interests" been combatted in the past?
(9:421-422)(8:447,672-673)

25. Define the terms initiative, referendum, and recall.

(a) How have they proved themselves to be useful and powerful instruments of the people?
(9:438-442)(8:460-463)

26. What is social legislation?

(a) Is it democratic or socialistic?

(b) Is it a movement toward individualism or collectivism?
(2:393-410)(8:652-658)

27. Define the term "standard of living".

(a) Why are Americans said to have a very high standard of living?
(2:393-410)(8:493-512)(10:611-644)

28. What is the greatest basic change which has taken place in American system of education since colonial days?

(a) How does an educated citizen improve the work-

Unit VII Assignment cont.

28. Cont.
ing of a democracy?
(9:54-55,115-117,345,384)(2:218-219,237-238,369-373)
(8:481-490)

29. How have the city commission and the city manager types of government worked to improve the functioning of city government?
(9:447-451)

Optional Activities Unit VII

I. Diagrams

1. Draw a diagram which illustrates the growth of American political democracy.

2. Draw a diagram illustrating the following:

(a) Common ties between the West and South (pre-Civil War days).

(b) Forces which alienated the East from the West and South.

(c) Forces which drew the West to the East.

3. Draw a diagram showing how the Tweed Ring operated in New York.

II. Cartoons

1. Draw a cartoon which will illustrate one reason why Andrew Jackson was called "King Andrew."

2. Draw a cartoon showing how the radical Republican attempted to establish their power with the aid of the Negro.

3. Draw a cartoon showing some of the weaknesses of the Grant Administration.

III. Themes

1. The Strategy of the Emancipation Proclamation

2. Write a theme on what you think has been the greatest single step toward democracy thus far in our study.

3. The Power of the People in Local Government

Optional Activities Unit VII cont.

4. Write an editorial on the domestic policies of either Wilson or Theodore Roosevelt.

IV. Book Reviews

1. Read a biography of one of the following people and place special emphasis on their attitude toward democracy.

(a) Abraham Lincoln

(b) Andrew Jackson

(c) Thomas Jefferson

(d) Theodore Roosevelt

(e) Woodrow Wilson

V. Round Table Discussion

1. William Jennings Bryan-- Radical or Realist

VI. Poems

1. Read orally and comment on one of the following or similar poems:

(a) "God Save the Rights of Man" - Philip Freneau

(b) "Stanzas on Freedom" - James R. Lowell

(c) "The Present Crisis" - James R. Lowell

Unit VIII The Lost Chord

Statement of Unit VIII

The problem of minority racial groups is not a new one in America. Although racial discrimination is practiced against various groups such as Indians, Mexicans, Jews, and Orientals, it is most pronounced as it is practiced against the Negro. The Negro problem has been with us since the founding of the first colonies. The condition has improved greatly, but,to say the least, it is a gradual process.

Delimitation of the Unit

1. Although while in slavery many Negroes learned trades, they were unable to use them after securing their freedom, for now they were an economic threat to the white people.

2. Much of the present day racial intolerance has its roots in the days of reconstruction.

3. Such anti-Negro movements as the Klu-Klux-Klan were a direct outgrowth of Republican intolerance.

4. The Thirteenth, Fourteenth, and Fifteenth Amendments were passed in order to free the Negro, make him a citizen, and to grant him the suffrage respectively.

5. Following the Civil War separate schools were established for the Negroes in the Southern States.

6. The South is positive in its Negro policy; the North is hypocritical, but the end result is the same.

7. Many Negro colleges, in spite of numerous handicaps, have achieved an enviable position in American education.

8. The majority of the professions are either closed to, or are very limited as to opportunities for the Negro.

9. Even today there are more than three million Negroes who are denied the suffrage in our Southern states.

10. The North and the South are both guilty of stifling the Negro economically.

Delimitation Unit VIII cont.

11. Theoretically today the Negro is free, but as a sharecropper, he is actually little better off than he was in slavery.

12. In World War I Negroes were largely used only as menials in the armed services.

    (a) They were not allowed in the Marines or Air Corps.

    (b) There were no Naval officers.

13. One of the most bloody riots in the country was a racial one in East St. Louis, Illinois after World War I; Nazi atrocities exceeded it only in number not in deeds.

14. The national crisis from 1929-1945 created new economic opportunities for the Negro in the trades.

15. In World War II, the Negro was granted limited enlistments in the Army Air Corps and the Marines, but he was still barred from Naval Aviation. The number of Negro Naval officers is today still extremely small.

16. On liberty ships mixed crews (colored and white, officers and men) found it quite agreeable to work with one another.

17. Often the Negro's war effort has been belittled in both wars by those who were opposed to his advancement.

18. Because of the reluctance of many industrialists to hire Negroes, the President issued an executive order which was the Fair Employment Practices Act.

19. There are still many practices toward the Negro which are diametrically opposed to the principles of democracy.

20. Both the National Urban League and the National Association for the Advancement of Colored People are pressure groups which aim to make the Negro a full citizen.

Indirect Learning Products

1. To understand that racial prejudice is a result of emotion rather than reason.

Indirect Learning Products Unit VIII cont.

2. To understand that there is both good and bad in all racial groups.

Introductory Activities Unit VIII

We all like or dislike people for various reasons. In this unit we shall study race prejudice as it is practiced against the American Negro. You must not feel, however, that this is the only group against which unfavorable prejudice is exercised. Among others we may include Indians, Mexicans, Jews, and Orientals; we are merely using the Negro as an example.

The word prejudice means to prejudge either for good or bad. We shall be concerned here only with unfavorable prejudice. Prejudice in America is usually due to either race, creed, or color.

Before we actually get into the study of this unit there are a few definitions which we should keep clearly in our minds.

1. What is the difference between an excuse and a reason?
2. Define an emotion.
3. Distinguish between an emotional person and a rational person.
4. How does propaganda affect our emotions?

In this unit we hope to clear up many hitherto false conceptions of the Negro race, and at the same time much of the reasoning and information which we find may also be applied to other minority racial groups.

Unit Assignment

1. If the Emancipation Proclamation freed the Negro, why was the Thirteenth Amendment passed?) (9:241,254)(12:431,738)(2:275-277)(10:415-422)

Unit VIII Assignment cont.

2. How has the South violated the Fourteenth and Fifteenth Amendments?

   (a) Are their violations constitutional?
(9:401-403,404)(12:479-490)(16:199,219-220,202-203)
(2:292)(8:92-94,670)(10:422-423)

3. How did the Republican party antagonize the South after the Civil War?

   (a) What effect did radical republicanism have on the feelings of whites for the Negroes in the South?
(16-201)(12:446-448)(12:475-476)2:289-292)(8:420-422)
(10:419-422)

4. Was the Ku-Klux-Klan established mainly as an anti-Negro or an anti-Republican organization?
(12:449)(9:403-404)(16:218)(2:292)

5. What is the position of the Klan today?

   (a) To what extent is it compatible with the idea of democracy?
(12:455,458,466,485-486,527,563)(8:602-603)

6. Was government under the Negro official as bad as it is generally given credit for being?

   (a) Do you believe the Negro officials would have been more acceptable if there had been no carpetbaggers or scalawags?
(12:445-451)(2:288,292)(10:421-422)

7. Why is there only a one party system in the South?

   (a) How does the one party system affect the Negro?

   (b) Is the effect of the one party system on the Negro in agreement with the idea of democracy?

      (1) Explain.
(12:452-455,462-466)(2:288-292)(8:421-422)(10:420-422)

8. Since the Civil War many Negroes have been lynched; what steps have been taken by the authorities to lessen this condition?

   (a) Do you think that the law has exercised justice in the lynch cases?
(12:35-36, 530,384,563-564,566)

Unit VIII Assignment cont.

9. While in slavery many Negroes learned trades; why were they given an opportunity to use this knowledge once they were free?

(12:280-284)(2:288)(8:192)(10:419)

10. In which of the professions do the majority of Negroes usually engage?

(a) Why?

(12:318-332)9:384-385)(16-251-264)

11. Is there anything which can be said in favor of the dual economic system of the South?

(a) Is the Negro better off (economically) in the North or the South?
(12:318-320)

(b) Is either system, as practiced, democratic? Explain.
(12:346-348,599-604,66-67,612-613,617-618)

12. How free is the Southern sharecropper? Explain.
(12:227-230,232-234,236-237,240-250)(2:299)

13. What are the arguments favoring separate schools?

(a) Are colored and white schools in the same state run in a democratic way?

(b) Is any part of the idea at all compatible with democracy? Explain.
(12:942-952)(16:198)(7:90-91)(10:518-519)

14. Are there any indications that Negro education has achieved a high degree of efficiency? Explain.
(16:214-217)(12:942-955)

15. To what extent were Negroes allowed to participate in World War I-- the war to preserve democracy?

(a) How did the Negro in World War I compare with other groups in courage and heroism?
(12:745,850-852,914-915)

16. In what ways was World War II more democratic toward the Negro than World War I?

(a) What grievances did the Negro have in World War II?
(12:754-756,997-998,1004-1015)(16:260-263)(12:419-423)

Unit VIII Assignment cont.

17. How have other peoples reacted to the Negro accomplishments in the two World Wars?

    (a) What means are used to extend segregation wherever the United States army goes?
(12:1015-1018)(5:173-180)

18. What was the main cause of the East St. Louis riots?

    (a) What steps were taken by the law?

    (b) Was the settlement of the question just?

    (c) How do the atrocities in this case compare with the Nazi war crimes which we condemn so much?
(12:745,1309,566-569)(5:170-173)

19. Why is the North often accused of being hypocritical in its dealings with the Negroes?
(9:383-384)(12-46-49,599-604)

20. What effect did the beginning of the war in Europe in 1939 have on the economic status of the Negro?
(16:226-231)(12:409-413)

21. What reasons were given by industrialists for not hiring Negroes in defense plants?

    (a) Were these reasons or excuses? Explain
(12:409-413)

22. What step did the President take to remedy the refusal of industrialists to hire Negroes in war plants?

    (a) How did the plan work out?
(12:415-417)(6:459-460)

23. What are the main functions of the National Association for the Advancement of Colored People?

    (a) How does it go about fulfilling its desires?

    (b) To what extent has it been successful?
(12:818-836)(6:459)

24. Is the NAACP a necessary pressure group?

    (a) Is it a good one?
(12:818 - 836)(6:459)

25. How does the National Urban League differ from the National Association for the Advancement of Colored

Unit VIII Assignment cont.

25. Cont.
People?
(12:837-842)5:168-170,169,172-173)

Optional Activities

I. Maps

1. Draw a map of the United States indicating the states of the Union where Negroes are not yet allowed to vote.

2. Draw a map of the United States showing plainly the areas which have separate schools for colored and white.

II. Diagrams

1. Make a diagram which will illustrate how economic discrimination affects the Negro in the North.

2. Draw a diagram showing how economic discrimination affects the Negro in the South.

III. Round Table Discussion

1. Is the Negro Better Off in the North or South?

IV. Debate

1. Resolve: That Negro Schools are Better for Negroes Than Mixed Schools.

V. Themes

1. The Obligations of the Armed Services to the Negro.

2. Difficulties Confronting Employers Who Hire Negroes in Other Than Menial Positions.

3. The American Negro and the Four Freedoms.

4. Ways in Which The Negro Impedes His Own Progress.

5. The Southerners Fear of Intermarriage.

VI. Poems - Read and comment on (orally) one of the following poems:

Optional Activities Unit VIII cont.

VI. Poems cont.

1. "At the Closed Gate of Justice" - James D. Corrothers
2. "To You Who Read My Book" - Countee Cullen
3. "The Creation - A Negro Sermon" - James Weldon Johnson
4. "If We Must Die" - Claude McKay
5. "The Lynching" - Claude McKay
6. "I, Too" - Langston Hughes
7. "When Malindy Sings" - Paul Lawrence Dunbar

VII. Book Reviews

1. Brown America - Edwin M. Embree
2. The Autobiography of an Ex-coloured Man - J.W. Johnson
3. New World A 'Comin - Roi Otley
4. Black Manhattan - James W. Johnson
5. Freedom Road - Howard Fast
6. Up From Slavery - Booker T. Washington

VIII. Cartoons

1. Draw a cartoon illustrating any phase of the Negro's fight for democracy.

IX. Bulletin Board

Bring in any articles, cartoons, or photographs concerning the lack of mutual understanding between the various racial groups in America.

Unit IX The International Scene

Statement of Unit IX

Since 1789 the United States has tried to stay clear of "foreign entanglements". Although we have used various instruments such as isolation, neutrality, and the Monroe Doctrine, we have not been at all successful in accomplishing this end. In many cases,we have practiced imperialism to such an extent that it could hardly help but create international problems.

Delimitation of Unit IX

1. "No entangling alliances" became the guiding force in our foreign policy as soon as we had achieved nationhood.

2. The Monroe Doctrine has had the power of law although it is but a portion of the president's annual message to Congress.

3. "No entangling alliances" has been the watchword of isolationists. Such people must believe that the world has not changed since Washington's day.

4. Foreign policy should be geared to the time in which we live.

5. We instigated a revolution in Panama in order to shorten the distance between the Atlantic and Pacific Oceans.

6. We expect other nations to respect our Monroe Doctrine, but a similar policy taken by them is condemned by us.

7. We demand that others have an "open door", but we always make sure that ours is closed.

8. As a nation we sometimes deplore imperialism, but at the same time we practice it.

9. Economic reasons are not the only ones for imperialism, for military and strategic reasons are also of the utmost importance.

Delimitation of Unit IX

10. It is largely due to the foreign investments of American business that we became involved in these unfortunate situations.

11. By our "dollar diplomacy" we have often antagonized adjacent countries, however, in the early days of the New Deal we made an ernest effort to become a good neighbor to our Latin American friends.

12. Political pressure is also an effective means of exercising imperialism.

13. Our foreign policy in the far East has definitely been one of economic gain.

14. In all major wars in whic we have become involved, we have preached neutrality, but in each case it has failed to work.

Indirect Learning Product

1. To understand and appreciate the fact that all nations of the world are to a great extent inter-dependent.

Introductory Activities

From the time that the United States achieved its status of nationhood, it was destined to become involved to a greater and greater degree, as the years went by, in conflicts political, economic, and strategic, with other nations of the world. This was to be as to whether the United States recognized that fact.

Our foreign policy up until recent times has been guided along the lines, by one means or another, that we could avoid unpleasant situations from arising between the United States and foreign powers. As you will see in this unit our efforts have been in vain.

Business, domestic, and military needs are all factors

Introductory Activities Unit IX cont.

which aid in bringing about international complications. In many cases no international friction can be foreseen when a nation pursues certain policies in any one of the above mentioned areas. However, in the case of imperialism, it may well be expected that international problems will arise.

The United States has often been anti-imperialistic, but in its own peculiar way the United States has been as imperialistic as any nation.

Unit IX Assignment

1. Why did Washington advocate an international policy of "no entangling alliances?"

   (a) Do you think that it is a practical policy to follow today? Why?
   (9:464-465)(2:164-165,338)(8:537-541)

2. How were Jefferson's embargo and non-importation acts received by American shipping interests?

   (a) What did this have to do with international relations?
   (9:147-148)(2:171-172)(8:543-544)

3. Do you believe that the British were justified in their actions against American vessels on the high seas in 1811-1812? Explain.
   (8:544-545)

4. Define the term isolation.

   (a) In what ways are we isolationist?

   (b) In what ways are we not isolationist?
   (8:542-543,545-547,551-555)(10:543-545)

5. Define the term imperialism.

   (a) How does American imperialism differ from European imperialism?
   (2:337-341)(3:342-357)(8:562,565-570-579-581)
   (10:564-571)

Unit IX Assignment cont.

6. What reasons did the United States give for wanting the "open door" policy practiced in China and Japan?

   (2) Do we allow those the countries the same rights in the United States? Explain
(9:500-501)(2:346)(8:581-585)(10:562-563)

7. What has been the reaction of the Japanese to the "open door" policy?
(9:502-503)(2:375)(8:587-588)

8. What effect has American military isolationism had on the world?
(9:515-516)(9:468-470)(8:603-605)

9. How did we obtain legal rights to that strip of land in Panama where the canal is located?

   (a) To what extent was this imperialism?
(9:481-484)(2:351-352)(8:569-571)

10. What is the general attitude of America toward European imperialistic powers?

   (a) Does our attitude coincide with our actions?
(2:339-340)(8:558-563)

11. What factors led to the writing of the Monroe Doctrine?

   (a) How legal is the Monroe Doctrine?

(9:477-479)(2:177)(8:560-561)(10:245)

12. Do Latin American countries completely support our Monroe Doctrine?

   (a) Explain.
(9:484)(2:352-355)(8:571-573)(10:571-572,721-724)

13. What is the attitude of the Far East to our Monroe Doctrine?

   (a) Do you think that arguments are logical?
(9:501-503)(2:467-468)(8:587-588)(10:728-732)

14. Has our own attitude toward the Monroe Doctrine been one of full compliance?
(9:478-484)(2:338)(8:563-571)(10:549-553)

15. How did the Roosevelt version of the Monroe Doctrine differ from the original document?

   (a) Which of the two led to more imperialism?

Unit IX Assignment cont.

15. Cont.
(9:484)(9:485-487)(2:352-355)(8:567-571)(10:571-572)

16. Of all the factors which led the United States to intervene in the domestic affairs of other countries, which is the most important?
(9:479-489)(2:352-355)(8:563-571)

17. Define "dollar diplomacy."

(a) How has "dollar diplomacy" entered into our imperialistic life?
(2:353)(8:565-571)

18. How do economic and political imperialism work to the advantage of the imperialistic state?
(9:484,485-487)(2:352-355,441)(8:563-571)

19. What are the advantages of imperialism?

What are the disadvantages of imperialism?

(a) Which outweighs the other in importance?
(2:341-355,374-378,441)(9:562-571,579-581)

20. For many years we have tried to be neutral as far as a major war is concerned; why have we failed?
(9:464-472)(2:464-467,427-431)(8:543-551)

21. In World War I we banked on international law to protect our neutral rights; why did international law fail to protect those neutral rights?
(9:472)(2:427-431)(3:266-270)(8:547-548)

22. What objection did we have to the Japanese policy in the Far East?

(a) Were there any similarities between Japanese imperialism and our own?
(9:502-505)(8:587-591)(10:728-732)

23. What interests do we have in the Far East which would make Japanese imperialism dangerous to us?
(9:500-501)(2:467-472)(8:588-591)(10:562-563)

Optional Activities Unit IX

I. Cartoons

1. Draw a cartoon illustrating the original Monroe Doctrine.

2. Draw a cartoon illustrating the Theodore Roose-

Optional Activities Unit IX cont.

I. Cartoons cont.

2. cont.
velt version of the Monroe Doctrine.

3. Draw a cartoon illustrating the "open door" policy as practiced by the United States.

4. Draw a cartoon illustrating isolation.

II. Map

1. Draw a map of the United States showing all of our outright annexations by imperialism, and also territories in which we have exercised only economic or political imperialism.

III. Diagrams

1. Draw a diagram showing how economic imperialism works.

2. Draw a diagram showing why imperialism does not work.

IV. Themes

1. Contrast the Japanese version of the Monroe Doctrine with our own.

2. Write a theme showing the weaknesses of the "open door" policy as practiced by the United States.

3. The Dangers of "Dollar Diplomacy"

4. The Impossibility of Isolationism Today

5. The American Good Neighbor Policy

V. Panel Discussions

1. Is American Imperialism Less Dangerous Than the European Type?

2. Is Military Isolation Possible for a World Power Today?

VI. Articles

1. "Platform of the American Anti-Imperialist League" Carl Schurz

Optional Activities Unit IX cont.

VI. Articles cont.

2. "Strategy of the Pacific"-Alfre Thayer Mahan

Read one of the above articles and make an oral commentary on it.

Unit X-Left of Center

Statement of Unit X

The New Deal era was an attempt on the part of the country to recover from the worst depression the world has ever known. The depression itself was an outgrowth of many factors; an attempted return to normalcy, unwise foreign investments, and over expansion of both business and agriculture.

Delimitation of Unit X

1. After World War I there was a let down in the desire for reform, and as a result we attempted to return to normalcy.
2. During the war years farmers had expanded their production, but after the war demand decreased and so did prices.
3. High prices and installment buying provoked an industrial expansion.
4. A major cause of the depression was technological improvements.
5. Capital surpluses also contributed to the development of the depression.
6. Tariffs, too, were not without blame in bringing about the panic of 1929.
7. It was Herbert Hoover who actually started the New Deal program.
8. The stock market crash caused by unwise and uncurbed purchasing of stocks precipitated a run on the banks.
9. With the closing of so many banks, Roosevelt called a bank holiday to enable the banks to get cash enough to tide them over the temporary crisis.
10. As a move toward improving the situation, the country tried a planned economy.
11. All of the economic reforms of this period were away from "rugged individualism."

Delimitations of Unit X cont.

12. The depression years did much to democratize America; the dignity of the common man was established.

13. Roosevelt's ultimate aims had much in common with those of Woodrow Wilson and Theodore Roosevelt.

14. During the years of the depression the cause of labor forged steadily ahead.

15. The mere fact that the crisis was so severe required a strong government to bring relief; at that time business was glad for that support.

16. In spite of the seriousness of the panic, several of the Roosevelt policies were much too radical for a country traditionally committed to a policy of "laissez-faire."

Indirect Learning Products

1. An understanding of the fact that government owes an obligation to its citizens.

2. To understand that the methods of democracy must of necessity change with the times.

Introductory Activities

The era of the New Deal was one of experimentation in a planned economy. Such an experiment aroused in many an attitude of fear--fear that we were turning from democracy to communism. It is not surprising that the American people were afraid of the possible results of the government program, for it was different, very different from anything which the government had ever attempted before.

In spite of opposition and criticism, however, President Roosevelt went ahead with his program which he hoped would bring back prosperity to the American people.

Beyond all doubt there was much bungling and waste in the execution of the New Deal policies, but after all it was

Introductory Activities Unit X cont.

a gigantic project which offered many chances for bungling. On the whole it must be admitted that the New Deal did much good in relieving the suffering brought about by the world wide depression.

Just how well the program would have succeeded in returning us to prosperity is not known. Although there had been much improvement in conditions, hostilities in Europe finally gave us the economic stimulus which ultimately led to complete recovery.

In this unit we shall attempt to evaluate the New Deal on what it was trying to do, and what it actually accomplished.

Before beginning the unit we should have a general idea of three important concepts.

1. What is communism?
2. What do we mean by the term "left of center."
3. How does a planned economy differ from communism?

Unit X Assignment

1. Define the term technological unemployment and credit expansion.

   (a) How did these two factors aid in bringing about the depression?
   (2:203-204)(8:257)(10:615)

2. What is meant by the statement that during the depression the tendency of the country was away from individualism and toward collectivism?
   (9:537-540)(2:442-444,453-462)(8:293-295,311-315)

3. For what reasons did agriculture expand during the years of World War I?

   (a) What was the result of this expansion during the latter 1920's?
   (9:535-536)(8:219-221)(10:671)

Unit X Assignment cont.

4. Could agricultural expansion have been avoided in World War I?

   (a) Explain.

   (b) Could we have stopped expanding sooner than we did? Explain.
(9:535-536)(8:219-221,331-332)(10:671)

5. Why did the railroads,which had opposed government control during the years of World War I, welcome government intervention in the late 20's and early 30's?
(9:538-539)(10:665-666)

6. Why weren't Americans able to invest wisely their surplus capital from 1925-1932?
(8:617-622)

7. Did the creation of tariff barriers in any way aid in bringing about the depression.
(8:285-287)(10:678-679)

8. What is the difference between a revenue tariff, a protective tariff, and a prohibitive tariff?

   (a) To which class did the tariffs of the post-war years belong? Explain.
(9:401)(8:281-282)(10:678-679)

9. What was the attitude of both Republicans and Democrats toward a tariff revision in the 1920's?

   (a) How did this affect European countries which had been greatly damaged by the war?
(8:285)(10:678-679)

10. What steps did President Hoover take to relieve the unfortunate condition of the farmer?
(9:537-538)(2:453-454,457)(8:625-627)(10:672)

11. What was the whole underlying purpose of the entire New Deal program?
(9:535-543)(2:456-461)(8:629-630)(10:659-660,663)

12. Broadly speaking what was Roosevelt's attitude toward capital and labor?
(9:538-543)(2:458-459)(8:378-383)(10:666-669)

13. Without going into a detailed analysis, how did

Unit X Assignment cont.

13. Cont.

Roosevelt attempt to bring back prosperity to the American people?
(9:535-543)(2:456-461)(8:653-656,659-663,674,676)

(a) Was he successful?

14. Why was the T.V.A. considered to be a radical move by American business men?
(9:303-304)(2:446-448)(8:646-649)(10:684-685)

15. Define the term bureaucracy.

(a) Why is it necessary that we should have so many bureaus to aid in governing the country?
(8:303-315)(10:663-688)

16. Were the measures taken by Franklin Roosevelt more or less radical than those of President Hoover? (Explain)

(a) How were the Roosevelt policies received by Congress?
(9:537-543)(2:449-461)(8:625-627,644-649,626-630)

17. What was the strategy behind Roosevelt's bank holiday?

(a) Was it effective?
(9:539-540)(2:456-457)(8:293-294)(10:681)

18. How did the credit policy of the Federal Reserve system increase the possibility of a panic?
(8:292-294)

19. What connection was there between income and purchasing power during the depression?
(9:528-532)(8:319-325)

20. Why did an increase in the number of wage earners between 1900-1935 make the country an easier victim of the depression?
(9:529-532)(8:328-331)

21. How was the position of labor unions strengthened during the depression?

(a) How would this enable them to make more effective demands for what they wanted?
(9:312-313)(2:458-459)(8:378-383,645)

Unit X Assignment cont.

22. Was there anything similar in the ideas of Franklin Roosevelt and those of Theodore Roosevelt and Woodrow Wilson regarding the common man? (9:532-543,427-428,430-435)(2:455-462,389-391) (8:306-307,453,459,525-526,442,626-630,638-642, 656-658)(10:659)

Optional Activities Unit X

I. Themes

1. Public Opinion and the W.P.A.

2. The W.P.A. vs. an Outright Dole

3. The Depression and Government Regulation

4. Foreign Trade and the Depression

5. The Necessity of the Recovery Program

II. Round Table Discussion

1. Was the New Deal program successful in doing the job which it set out to do?

III. Cartoons

1. Draw a cartoon illustrating the public attitude toward the W.P.A.

2. Draw a cartoon illustrating the vote getting power of the Democrats through relief measures.

3. Draw a cartoon illustrating the effectiveness or ineffectiveness (whichever you think) of the entire New Deal program.

IV. Diagrams

1. Draw a diagram showing why the N.I.R.A. was declared unconstitutional by the Supreme Court.

2. Draw a diagram illustrating why industry was unable to hire as many people during the depression as it would have hired during normal times.

Unit XI And Now Tomorrow

Statement of Unit XI

The world is now theoretically at peace, but there are a host of problems which remain after the ravages of war have past. The world is frustrated, and yet there is not one country in the community of nations which does not know that we must have some system of international cooperation to maintain world peace. The degree to which different nations are willing to participate in such an organization vary, and for that reason civilization stands at the crossroads--one marked peace and security; the other marked chaos, failure, and destruction.

Delimitation of Unit XI

1. Prior to World War I the world had made only a feeble attempt at international cooperation in the form of the Hague Conferences.
2. After World War I the United States led the victorious nations in organizing the League of Nations - an organization aimed at the maintenance of world peace.
3. The League of Nations failed for several reasons, one of which was the failure of the United States to join.
4. Politics, and tactlessness on the part of Wilson are to be blamed for the failure of the bill favoring the League of Nations to pass the Senate.
5. The whole idea of the League was idealistic and literally unworkable in the practical sense of the word.
6. Much of the actual value of the League of Nations depended on the good will of the several nations to show good faith in their dealings with each other.
7. The League was not altogether a failure, for it did settle a number of international differences in which minor nations were involved.
8. The division of the League of Nations which wes concerned with health also did a commendable job.

Delimitation of Unit XI cont.

9. The International Labor Organization, which was a branch of the League, was an effective organization.

10. After 1920 several conferences, among which were the Washington Conference and the London Conference, were called with the idea of further aiding in the maintenance of world peace.

11. The United States did finally join the World Court.

12. Millions of Americans risked their lives in World War II. These have as their ultimate aims in life freedom from want in the United States and international peace.

13. Many veterans have been led to expect much more than they will get; the best they can do is to have faith in the relatively slow working of the government.

14. The present United Nations Organization eliminates many of the deficiencies of the old League of Nations.

15. Although the United Nations Organization is an improvement upon the former League, its effectiveness also will depend on the willingness of nations to abide by its principles.

16. All nations apparently agree that the way to world peace involves a certain degree of international cooperation.

17. Too little power in the hands of an international organization renders it very ineffective; at the same time no nation is at the present time willing to relinquish any of its sovereignty to such an organization.

18. Actually whether the United Nations Organization will or will not work properly remains with the big five - United States, Great Britain, China, Russia, and France.

19. Distrust of those nations which are politically and economically different from us increase the possibility of failure of the United Nations Organization.

20. The Bretton Woods proposals are worthy and have within them the possibility of preventing much of the economic conflict which engulfed the world after World War I.

Delimitation of Unit XI cont.

21. The discovery and use of atomic energy has placed the question of world peace or world ruin squarely before us.

Indirect Learning Products Unit XI

1. To understand that the world has grown so small that an international organization of some kind must exist in order to maintain world peace.

2. To understand that in spite of differences which sometimes appear to be great nations, as individuals, are very much alike.

3. To realize that understanding, patience, and mistakes are all a part of solving international problems as they are part of solving individual problems.

Introductory Activities Unit XI

There will be many parts of this last unit which will be more familiar to you than anything which you have studied so far this year, largely because you have lived through it; you have been a part of history in the making.

In spite of familiarity of incidents and terminology, there will be much that is baffling and difficult, not only for you, but for all people.

In this unit we are not going to attempt to settle the problem of a lasting peace for the world; we shall leave that for the experts. What we are trying to do is to bring to light some of the problems which are involved in making the world secure for all people.

Wars are hard on those in the service and those not in the service. It is hard on both victorious and vanquished nations alike. War is hard on human life as well as material resources. Admitting all of this, a lasting peace is even

Introductory Activities Unit XI cont.

more difficult to attain than a military victory, and yet it must be done.

There are several terms which need explaining before we start the last unit assignment.

1. What does the term "good faith" mean?

   (a) How does a person or a nation act in good faith?

2. Define the term morality.

   (a) Why must nations, as individuals exercise morality in their dealings with one another?

3. Define the term sovereignty.

   (a) Can a nation maintain complete sovereignty and still be an effective member of a world organization for maintaining world peace?

   (b) Why?

4. Distinguish between idealism and reality.

   (c) Can you have effective world organization having one and not the other?

   (b) Which should be dominant? Why?

Unit XI Assignment

1. What was the main objective of the Hague Conferences?

   (a) How successful were they?
   (9:509-510)(3:218-220)(8:595-596)

2. What factors kept the United States out of the League of Nations?

   (a) How important was politics in keeping us out of the League?
   (9:515-516)(2:435-438,440-441)(8:603-604)(15:526-535)

3. Why did the United States reject the Court of International Justice.
   (9:515,518)(2:461-462)(15:570-573)(10:719)(14:107-111)

Unit XI Assignment cont.

4. What effect did the rejection of the League by the United States have on the effectiveness of the League?

   (a) Was this a reason or an excuse or partially both?
(9:546)(15:526-528)

5. How well did the International Labor organization function under the League?
(15:519-520,523-525)

6. Is the United States more, or less in favor of international cooperation than other nations of the world?

   (a) Explain
(9:513,515-516,563-564)(2:379-389)

7. In what respects was the League successful as an arbiter in international disputes?
(15-535-540,568-570)

8. What international disputes were the main stumbling blocks of the League of Nations?

   (a) What differences do you find between these and the disputes which it solved?
(15:574-585,618-624,632-642,642-648)

9. Was the division of the League devoted to health successful? Explain.
(15:212-216)(10:719)

10. What were the main weaknesses of the League of Nations?

   (a) How much real power did the League actually have?
(9:513-515)(3:210-213)(15:12-13)

11. Of what effect were the various disarmament conferences after World War I.

   (a) Why?
(9:518)(3:231-240)(8:604-605)(10:715-718)

12. Why must we have international cooperation in order to have world peace?
(9:546-547,567-570)(8:606-609)(10:735-742)

13. How has the United Nations Organizations improved the League of Nations?

   (a) Do you think that it has more real power than the League?

Unit XI Assignment cont.

13. Cont.

(b) Do you think that it has enough real power to effectively maintain world peace?
(9:565-567)*(1:1-4)

14. How may the ideas and ideals of other nations interfere with the working of the United Nations Organization?
(4:479-483)(6:114-122)(15:66-67)(16:115-120)

15. What difficulties confront the United Nations Organization?
(1:564-565)(4:482-483)(6:123-143)(6:11-16)(14:189-197)(15:1-55)

16. What part of our government has been against joining any international organization? Why?
(9:515-516)(2:435-438)(15:528-532)*(2:103-107)

17. Do both large and small countries within the United Nations Organization have equal power? (Explain)

(a) Do you think the arrangement is fair? Why?
(9:564-467)*(8:1-6)*(3:1-22)

18. Why does the atomic bomb make international cooperation more necessary now than ever before?
(5:63-65)(6:76-78)

19. How will the Bretton Woods Agreement improve world economics to such an extent that we may avoid another world wide depression?

(a) Are international agreements alone enough to avoid such depressions? (Explain.)
(11:3-99)4:190-201)*(7:1-13)*(9:13-15)

20. What kind of America were veterans led to believe they would find after the war?

(a) What opportunities were offered by the G.I. "Bill of Rights?"
(9:568-569)*(2:63-77)

21. List some of the factors which made government promises to G.I's impossible to carry out.
(9:568-569)*(4:32-34)

*Starred references indicate that the material will be found in pamphlets.

Unit XI Assignment cont.

22. Why should the United States be a member of any international organization?
(2:137-155)(1:1-4)

Optional Activities Unit XI

I. Book Reviews

1. The Anatomy of Peace - Emery Reves

2. One World - Wendell Willkie

3. Versailles-Twenty Years After - James Shotwell

4. That Day Alone - Pierre Van Passen

II. Round Table Discussion

1. Does the United Nations Organization have a good chance of maintaining world peace as the charter now stands?

III. Themes

1. The Difficulty of Depending on the Morality of Nations to Keep World Peace.

2. The Big Five in the United Nations Organization.

3. Fear and World Peace

4. Veterans in the Post-War World

5. Labor and the Post-War World

IV. Diagrams

Draw two diagrams illustrating the organization of the League of Nations and the United Nations Organization.

2. Draw a diagram showing the organization of the World Court.

3. Draw a diagram showing how the system of economic sanctions was supposed to have worked.

V. Cartoons

1. Draw a cartoon illustrating some phase of one

*Starred references indicate that the material will be found in pamphlets.

Optional Activities Unit XI

V. Cartoons cont.

(a) The Manchurian Crisis

(b) Italo-Ethiopian War

(c) Spanish Civil War

(d) Germany's rise to power

In each of the above cartoons the failure of the League should be illustrated.

2. Draw a cartoon illustrating the attitude of the United States toward the League of Nations.

3. Draw a cartoon illustrating the attitudes of France and England toward the League of Nations.

4. Draw a cartoon illustrating some phase of post-war labor relations. (World War II)

Bulletin Board

1. Any pictures of the following type will be accepted for the bulletin board display.

(a) San Francisco Conference

(b) Personages at the Paris Peace Conference

(c) Members of the United Nations Organization

(d) Signing of the Versailles Treaty

2. All current events concerning the operation of the United Nations Organization will be welcome for the display.

True-False

I Directions: To the left of each statement will be found a T and an F. If the statement is true, put a circle around the T. If the statement is false, put a circle around the F.

T F-1. The new immigration was brought about by social and economic conditions in Europe.

T F-2. Only Africans and Caucasians may become naturalized citizens of the United States.

T F-3 The American Indians are not citizens of the United States.

T F-4. The populations of European countries are of approximately the same composition as that of the United States.

T F-5. Colonial governments were for the most part original creations.

T F-6. Our Federal government is based on a system of checks and balances.

T F-7. The eighteenth power of Congress is the most powerful one which it has.

T F-8. The Virginia plan of representation was the one selected by the delegates at the Philadelphia Convention.

T F-9. It is unlikely that the Constitution would have been as successful as it has been, had it not been preceded by the Continental Congress and the Articles of Confederation.

T F-10. There is only one part of the Constitution which is unamendable.

II Multiple Choice

Directions: In the following incomplete statements only one of the four possible answers is the correct one. To the left of each statement will be a line on which you will put the letter of the answer which you think best completes the statement.

1. Local government was actually strongest under the:

(a) Constitution

Multiple Choice cont.

__ 1. Cont.

(b) British rule

(c) Articles of Confederation

(d) Continental Congress

__ 2. The Philadelphia Convention was called for the purpose of:

(a) Amending the Articles of Confederation

(b) Writing the Constitution

(c) Revising the Continental Congress

(d) Abolishing the Articles of Confederation

__ 3. The Constitution has been expanded to the greatest extent by:

(a) The President

(b) Legislation

(c) The Supreme Court

(d) Amendment

__ 4. The Constitution is:

(a) Less flexible than the Articles of Confederation

(b) More flexible than the Continental Congress

(c) As flexible as the Articles of Confederation

(d) The most flexible form of government we have ever had

__ 5. There was a great controversy over slavery at the Philadelphia Convention because:

(a) Slavery was considered an evil

(b) Slavery was impractical in the North

(c) Southern states wished to count the slaves

Multiple Choice cont.

___ 5. Cont.

(c) in order to get greater representation in Congress

(d) It was feared that the slaves might stir up trouble

Completion

Directions: Each of the following statements may be completed by phrases consisting of from one to four words.

1. Orientals have been excluded from citizenship because_____.

2. Three minority groups in the United States are _____.

3. The three branches of the Federal government are the _____, _____, and _____.

4. The eighteenth power of Congress is called the _____.

5. The_____was the period during which we were under the government of the Articles of Confederation.

Matching

Directions: In this group of items you will find two columns. The items in the right hand column are to be matched with those in the left hand column. You will notice that there is always one more item in the right hand column than in the left hand column. This means that there is one item in the right hand column which does not match anything in the left hand column. Beside each figure in the left hand column you will find a line. On this line you are to put the letter of the item in the right hand column which you think matches the item in the left hand column.

1. English	1. Settled largely around Pennsylvania and New York

Matching cont.

2. French	2. Migrated to Wisconsin, Michigan, and Minnesota for the most part
3. Negroes	3. Came to America for religious reasons
4. Germans	4. Settled for the most part in Canada and Southern United States
5. Scandanavians	5. Migrated to the United States for riches
	6. Came to America involuntarily

Multiple Choice

Directions: In this group of multiple choice statements you will only find one wrong statement. On the line at the left you will put the letter of the statement which you think is wrong.

1. Agriculture was severely crippled after World War I because:

   (a) Farm prices declined

   (b) Farmers could not pay off their mortgages

   (c) A drought caused poor crops

   (d) Farm machinery was too expansive

2. The New Deal attempted to aid agriculture by:

   (a) Calling a moratorium on farm mortgages

   (b) Increasing farm prices

   (c) Making loans to farmers

   (d) Decreasing the cost of farm machinery

3. The purpose of the Interstate Commerce Act was to:

   (a) Eliminate discrimination in railroad rates

   (b) Increase the amount of freight space alloted to farmers

Multiple Choice cont.

3. Cont.

(c) Fix rates

(d) Prevent rebates from being given to major shippers

4. In many cases tariffs have:

(a) Harmed international trade

(b) Prohibited international trade

(c) Increased profits of manufacturers

(d) Encourages international trade

5. The most powerful weapon of the worker is the strike; it is:

(a) Rarely successful

(b) Generally wins some concessions

(c) Quite harmful, financially, to both capital and labor

(d) A great threat to the general welfare of the people

True-False

T F-1. A naturalized citizen enjoys all of the rights and privileges of a native born citizen.

T F-2. Political parties are a necessary part of our political life.

T F-3. The Missouri Compromise solved the question of slavery expansion.

T F-4. Our desire for more land resulted in the purchase of Louisiana.

T F-5. The westward movement increased sectionalism in the United States.

T F-6. Southerners favored a high tariff in order to get a higher price for their manufactured cotton cloth.

True-False cont.

T F-7. The industrial revolution made agriculture and industry more interdependent.

T F-8. The primary purpose of New England farming was to supply the family with its needs.

T F-9. The British policy of mercantilism prevented the colonies from manufacturing.

T F-10. A policy of high tariffs is a variation of the mercantilist theory.

Completion

1. Thomas Jefferson believed that the government which _____ governed best.

2. Cotton growing was such an important part of Southern agriculture that it has often been referred to as _____.

3. Agricultural over expansion was brought about by _____.

Matching

__ 1.	Articles of Con federation	1. Provided for a relatively strong government
__ 2.	The original colonies	2. Had no authority to collect taxes
__ 3.	The Constitution	3. Provided for little or no union
__ 4.	Continental Congress	4. Established a national government
		5. Was weak but served its purpose

__ 1.	Bill of attainder	1. Guaranteed by the first ten amendments
__ 2.	Ex post facto law	2. The right to a speedy trial

Matching cont.

__ 3. Civil liberties

__ 4. Habeas Corpus

3. Illegal to arrest a person without a charge

4. Includes the right to vote

5. Not punishable for violating

Multiple Choice

Directions: One of the following possible answers is the correct one.

__ 1. Jackson was more democratic than Jefferson because he:

(a) Belonged to the poorer class of people

(b) Believed in greater popular government

(c) Favored the "spoils system"

(d) Disliked the wealthy classes

__ 2. The westward expansion:

(a) Was purely a domestic affair

(b) Led to serious foreign complications

(c) Led to minor international friction

(d) Had no serious consequences whatsoever

__ 3. The Kansas-Nebraska Act:

(a) Advocated popular sovereignty

(b) Provided that the territory should be slave

(c) Provided that Nebraska be slave and that Kansas be free

(d) Provided that both slavery and freedom could exist together in both territories

Completion

1. _____ were designed to prevent business from becoming monopolistic

2. _____ is the most efficient system of manufacturing yet devised.

3. The practice of "rugged individualism" by business forced the government to create agencies like _____.

4. Business has often tried to improve the condition of its workers by _____.

True-False

T F-1. The theory of mercantilism was designed to bring more gold into the treasury.

T F-2. During the 1870's farmer were against the coinage of silver because they felt that their profits would be reduced.

T F-3. Prior to the industrial revolution there were no large manufacturing plants.

T F-4. Big business has always believed in a policy of "laissez-faire."

Multiple Choice

Directions: In the following group of statements one of the possible answers is false.

__ 1. Labor disputes may be settled by:

(a) Individual workers

(b) Mediation

(c) Conciliation

(d) Collective bargaining

__2. Labor may use the following means in order to attain their demands:

(a) Pickets

(b) Strikes

Multiple Choice cont.

__ 2. Cont.

(c) Violence

(d) Propaganda

__ 3. Labor would have a difficult time improving working conditions if it were not for:

(a) Government aid

(b) The generosity of big business

(c) Intelligent labor leaders

(d) Public opinion

__ 4. Labor has never formed a political party because:

(a) It can get all it wants by other means

(b) There is division within the ranks of labor itself

(c) Of the supposed connection with communism

(d) It would rather be able to swing its political power to either of the two major political parties

__ 5. Strikes may be called for such reasons as:

(a) Friction within the union

(b) Disagreements with management

(c) Sympathy with other workers

(d) Dissatisfaction with the type of work one is doing

Matching

__ 1. The Ordinance of 1787

__ 2. The Monroe Doctrine

__ 3. The Louisiana Purchase

1. Was an expression of nationalism

2. Was instrumental in expanding our territory

Matching cont.

__ 4. The Mexican War	3. Represents the greatest single expansion movement in U.S. history.
__ 5. George Rogers Clark	4. Was the result of imperialism
	5. Did considerable harm to the British
	6. Provided for democratic government in the territories
__ 1. The granger movement	1. Was an international trade theory
__ 2. World War I	2. Was directed mainly against the railroads
__ 3. Mercantilism	3. Increased the demand for farm products
__ 4. Interstate Commerce Act	4. Ate up the farmer's profit
	5. Greatly relieved a serious domestic economic problem

Completion

1. A_____is a person who goes to work in a plant when there is a strike in process at the plant

---

True - False

T F-1. The early factory system greatly endangered the general welfare of the people.

T F-2. The policy of "rugged individualism" as practiced by big business was in line with our democratic standards.

True-False cont.

T F-3. The argument for a tariff to protect infant industries is a logical one.

T F-4. The argument for a high tariff in order to make a country economically independent is an illogical one.

T F-5. All monopolies are not harmful.

T F-6. The Federal Reserve System has eliminated all risk to depositors.

T F-7. The Knights of Labor was an industrial union.

Multiple Choice

Directions: Only one of the statements in each group is the correct one.

__ 1. The invention of the cotton gin:

(a) Decreased the demand for slaves

(b) Increased the supply of cotton

(c) Increased the demand for slaves and the supply of cotton

(d) Reduced the need for the expansion of slavery.

__ 2. The C.I.O. is an industrial union and it is:

(a) More democratic than the A.F. of L.

(b) The most democratic union

(c) More democratic than the Knights of Labor

(d) Less democratic than either the Knights of Labor or the A.F. of L.

__ 3. Congress has been more liberal toward labor than the courts because:

(a) It sympathizes with the laboring man

(b) Lack of sympathy may lose votes

(c) It desires to practice democracy

(d) It believes in collectivism

Multiple Choice cont.

__ 4. Negroes have been excluded from many unions because of the fact that they:

(a) Do not like to work

(b) Have no training in the skilled trades

(c) Are an economic threat to the whites

(d) Do not care to join unions

__ 5. In the United States we have often had third parties. Their main purpose is to:

(a) Force reforms on the existing government

(b) Get special privileges for certain groups

(c) Gain control of the government

(d) Split existing parties

Completion

1. A company is said to have a _____ when it refuses to hire non-union workers.

2. On several occasions business has tried to discourage labor by using _____ contracts.

3. The _____ enables the citizentry of a city or state to approve or disapprove of _____ passed by the legislature.

4. The _____ allows people to propose legislation.

True-False

T F-1. On some occasions labor has taken advantage of capital.

T F-2. Industry was indifferent to the formation of unions.

True-False cont.

T F-3. Labor unions have sometimes violated the fourteenth amendment of the Constitution.

T F-4. As far as the individual worker is concerned, he would just as soon belong to a company union as to an outside union.

T F-5. Government is a natural go-between for both capital and labor; without it one would completely dominate the other.

T F-6. Neither capital nor labor has been particularly considerate of the general welfare of the public.

T F-7. Corruption in government, although it still exists, is much less than it was in the years immediately following the Civil War.

T F-8. Third parties have never been a major threat in American politics.

T F-9. The recall and impeachment are synonymous terms in politics.

T F-10. The Alien and Sedition Acts were the dying deeds of the Federalist party.

Matching

__ 1. The industrial revolution	1. Raised America's standard of living
__ 2. The factory system	2. Produced great hardship among the American people
__ 3. Mass production	
__ 4. Big business	3. Brought the nation closer to industrial monopoly
	4. Rapidly changed America from an agricultural to an industrial country
	5. Increased the wealth of the average person
__ 1. Congress of Industrial Unions	1. Is the most effective type of union

Matching cont.

___ 2. Knights of Labor

__ 3. American Federation of Labor

__ 4. Craft Union

__ 5. Industrial Union

2. Was for unskilled workers only

3. Was a craft union

4. Was not very effective

5. Caused considerable friction in the field of labor

6. Was for skilled workers only

Multiple Choice

Directions: **One** of the possible answers is false

__ 1. The City Manager type of government is:

(a) More costly than the usual type

(b) More efficient than the usual type

(c) Less corrupt than the usual type

(d) More democratic than the usual type

__ 2. A pressure group may use its power to:

(a) Influence legislation

(b) Influence public opinion

(c) Violate the law

(d) Obtain special privileges

__ 3. Political parties quite naturally evolved from:

(a) Disagreement on fundamental issues

(b) Different interests of various groups

(c) Different ideologies

(d) The desire for rivalry and competition

Completion

1. _____ is given credit for giving the national government more power than any other Supreme Court Justice.

2. Politics was most corrupt during _____ administration.

3. The _____ was passed in order to give the Negro the suffrage, while the _____ _____ was passed to make him a citizen.

True-False

T F-1. Basically the Anti-Federalists were more democratic than the Federalists.

T F-2. The Federalists believed in the strict construction of the Constitution, while the Anti-Federalists believed in the loose construction of the Constitution.

T F-3. Jefferson's administration gave great evidence that he was opposed to a strong national government.

T F-4. The "spoils system was actually very undemocratic.

T F-5. Jefferson was much less of an aristocrat than "King Andrew" Jackson.

T F-6. The civil service was designed to reduce corruption in politics.

T F-7. The "Tweed Ring" was a product of Tammany Hall in New York.

Matching

__ 1. Theodore Roosevelt	1. Radical
__ 2. William J. Bryan	2. Square Deal
__ 3. Woodrow Wilson	3. New Freedom
__ 4. Franklin Roosevelt	4. Corruption
__ 5. Ulysses Grant	5. Liberal
	6. Conservative

Multiple Choice

Directions: Only one of the possible answers is correct.

__1. The Republican party (of Lincoln) was formed mainly for the purpose of:

(a) Freeing the slaves

(b) Preserving the Union

(c) Winning the Civil War

(d) Adding more free territory to the North

__2. The "Solid South" was an outgrowth of:

(a) Lincoln's plan of reconstruction

(b) The Civil War

(c) Johnson's plan of reconstruction

(d) Carpetbag and scalawag rule

__3. The main purpose of the civil service was to:

(a) Increase fairness in the distribution of government jobs

(b) Reduce corruption

(c) Reduce the cost of government

(d) Eliminate the "spoils system"

__4. World War II brought many improvements for the Negroes in the armed forces. They were

(a) Accepted as naval aviation cadets

(b) Accepted as army aviation cadets

(c) Put into mixed units on equal terms with the whites

(d) Were used very little as service troops

Completion

1. The poll tax and white primary successfully violated the _____ and thereby denied _____ to the Negro.

True-False

T F-1. It is expedient to have many positions which are not on the civil service list.

T F-2. When politics is corrupt, the people are victims of circumstance; there is little they can do about it.

T F-3. Social legislation is socialism.

T F-4. The Emancipation Proclamation freed all of the slaves.

T F-5. After the Civil War Negroes had very little difficulty in making the transition from slavery to freedom, for they had learned many skills and readily found work.

T F-6. The Negro has achieved economic equality in the North, but has failed to do so in the South.

T F-7. The fifteenth amendment may be considered to be a very successful piece of legislation

T F-8. There are still many types of employment which are virtually closed to the Negro in all parts of the country.

Matching

__ 1. Thomas Jefferson

__ 2. John Marshall

__ 3. Andrew Jackson

__ 4. Abraham Lincoln

__ 5. John C. Calhoun

1. Advocated states rights

2. Planned the radical reconstruction of the South

3. Believed in the implied powers of the Constitution.

4. Strict constructionist

5. Believed in the common man

6. Believed in the indivisibility of the Union.

Matching cont.

__ 1. Ku-Klux-Klan	1. Is definite in its Negro policy
__ 2. South	2. Is a pressure group for more democracy
__ 3. North	3. An anti-democratic pressure group
__ 4. N.A.A.C.P.	4. Practices little or no discrimination
__ 5. Discrimination	5. Is anti-democratic
	6. Is hypocritical in its Negro policy

Multiple Choice

Directions: One of the possible answers is false.

___1. The civil service, among other things:

(a) Eliminated the "spoils system"

(b) Increased the efficiency of the government

(c) Made the government more democratic

(d) Gave security to government employees

__ 2. The radical reconstruction which followed the Civil War:

(a) Greatly impoverished the South

(b) Enabled the Negroes, carpetbaggers, and scalawags to get control of the government

(c) Made the South more democratic

(d) Gave the South corrupt government

__ 3. By issuing the Emancipation Proclamation, Abraham Lincoln:

(a) Preserved the Union

(b) Freed some of the slaves

(c) Won over the border states

Multiple Choice cont.

__ 3. Cont.

(d) Won the support of England

__ 4. As strange as it seems slavery was not all evil for:

(a) Negroes learned many skilled trades

(b) The aged Negroes had security

(c) Negroes were given excellent food and quarters

(d) A considerable number of slaves were voluntarily given their freedom

__ 5. The sharecropper is very little better off than he was in slavery because:

(a) He is often without cash

(b) Is held in involuntary servitude

(c) Often has a yearly income of less than one hundred dollars

(d) Cannot leave the land on which he is located.

Matching

__1. The thirteenth amendment

__2. Republican party

__3. Fourteenth Amendment

__4. Grandfather clause

__5. Fifteenth Amendment

1. Gave the Negro the franchise
2. Eliminated discrimination
3. Gave citizenship to the Negro
4. Disfranchised the Negro
5. Freed the Negro
6. Befriended the Negro

Matching cont.

__ 1. Open door policy	1. President's message to Congress
__ 2. Monroe Doctrine	2. Economic intervention in the Caribbean
__ 3. Panama Canal	3. Trade opportunities in the far East
__ 4. Dollar diplomacy	4. Bribery of international diplomats
	5. The result of an agressive foreign policy

Multiple Choice

Directions: One of the possible answers in each group is wrong.

__ 1. America's tariff policy has been detrimental in several ways; it has:

(a) Robbed foreign nations of a good market

(b) Increased the cost of living for all Americans

(c) Has made America self-sufficient thus eliminating the need for foreign goods

(d) Increased antagonism between the farmer and industrialist

__ 2. The Monroe Doctrine has for many years been a guiding force in our foreign relations; it was:

(a) Written by James Monroe

(b) A part of the President's annual message to Congress

(c) Written by John Quincy Adams

(d) Of no legal standing whatsoever

Multiple Choice cont.

__ 3. Franklin Roosevelt's New Deal policy was:

(a) Undemocratic

(b) Collectivistic

(c) Collectivistic and democratic

(d) Unconstitutional

__ 4. Some of the difficulties which helped to bring on the depression of 1929 were:

(a) Lack of markets for manufactured goods

(b) High tariffs

(c) Unemployment

(d) Unwise banking policies

__ 5. The League of Nations was unsuccessful in maintaining world peace because:

(a) The United States was not a member

(b) Nations of the world were indifferent to it.

(c) It was impossible for it to work

(d) It lacked a code of international law.

True-False

__ 1. Of all of the branches of the armed forces, the merchant marine proved to be the most democratic.

__ 2. There was a considerable number of well qualified Negroes who held political office during the period of reconstruction.

__ 3. The Republican party is virtually the only political party in the South

__ 4. There are more Negroes in the profession of teaching than in any other field.

True-False cont.

__ 5. Actually there is very little which could be considered undemocratic about the South.

__ 6. In the merchant marine there were several vessels under the command of Negro captains.

__ 7. In the United States there are several minority groups which are denied many privileges and rights of democracy.

__ 8. The Monroe Doctrine was passed by Congress during the administration of James Monroe.

__ 9. Tariffs prevent the "open door" policy from being effective in the United States.

__10. Latin American countries are very grateful to the United States for protecting them against foreign nations with the Monroe Doctrine.

Completion

1. The Supreme Court has declared that having separate facilities for Negroes and whites is Constitutional as long as the_____are_____.

2. The main purpose of the National Association for the advancement of Colored People is to _____ _____for_____.

Multiple Choice

Directions: One of the possible answers in each group is the correct one.

__ 1. The East St. Louis riot following World War I was one of the bloodiest in our history. It was caused by:

(a) Migration of the Negro from the South

(b) A shortage of housing

(c) Economic inequality

(d) Jealousy of whites for Negro achievement

Multiple Choice cont.

__ 2. Washington believed that the United States should not make alliances with other nations because:

(a) He felt that the United States was not yet strong enough

(b) He felt that the United States could be completely self-sufficient

(c) He believed that it was possible to keep out of foreign relations

(d) He believed in isolation

__ 3. Technological improvements created:

(a) Full employment

(b) Unemployment

(c) The depression

(d) A lower standard of living for Americans

Completion

1. In his farewell address Washington advocated a policy of _____ as a basis for our foreign policy.

2. _____ and _____ are the factors which often involve us in unpleasant foreign relations.

True-False

__ 1. The Japanese nation welcomed the opportunity which the "open door" policy gave them.

__2. Theodore Roosevelt's theory of the Monroe Doctrine was quite different from the original document.

__ 3. The United States is by no means as imperialistic as most major European nations.

__ 4. Japan has for many years also had a version of the Monroe Doctrine.

True-False cont.

__ 5. During the depression the country tended away from individualism and toward collectivism.

__ 6. In the period between 1929-1937 Congress passed a considerable amount of legislation which was favorable to labor.

__ 7. The League of Nations was completely unsuccessful when it came to settling disputes involving major powers.

__ 8. The system of economic sanctions worked very well in the Italo-Ethiopian War of 1935.

Matching

__1. Republicans	1. A governmental experiment in business
__2. New Deal	2. Favored a high tariff
__3. T.V.A.	3. Very radical
__4. Franklin Roosevelt	4. Advocated a low tariff
__5. Democrats	5. Favored a liberal point of view
	6. A rather unsuccessful venture

__1. United Nations Organization	1. Proclaimed the self-determination of all nations
__2. League of Nations	2. Formed a world government
__3. Bretton Woods	3. Was against territorial expansion
__4. Atlantic Charter	4. Formed a very loose confederation of nation - states
	5. Provided an instrument for international economic stability.

Multiple Choice

Directions: Only one of the possible answers in each group is correct.

__ 1. During the New Deal era:

(a) Tariffs were lowered

(b) Strikes were outlawed

(c) All banks were taken over by the government

(d) The cost of living went up

__ 2. The League of Nations was unsuccessful in passing the Senate because:

(a) The League was basically impractical

(b) Of politics

(c) It was too idealistic

(d) The United States wished to remain isolated

Completion

1. Broadly speaking, the depression was caused by the _____ of _____, _____, and _____.

2. _____ actually started the recovery reforms during the depression.

3. Theodore Roosevelt with the _____, Woodrow Wilson with the _____, and Franklin Roosevelt with the _____, were trying to improve democracy in America.

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